

The Clearing House

A journal for modern junior and senior high schools

Vol. 14

MAY 1940

No. 9

Contents

WHAT HOPE FOR FOREIGN LANGUAGE?	<i>Ernest W. Butterfield</i>	515
IS THIS THE EARLIEST KNOWN JUNIOR HIGH SCHOOL?	<i>N. C. Heironomus</i>	518
REPORT CARDS: SOCIAL APPRAISAL, CONSTRUCTIVE DIAGNOSIS	<i>Howard T. Batchelder</i>	520
COLLINWOOD'S STUDENT-CONTROLLED STUDY HALLS	<i>Aranka I. David</i>	525
THE PLAGUE OF SPECIAL WEEKS AND DAYS	<i>Paul W. Sloan</i>	527
EVERY MONDAY: LANGUAGE-ARTS ENTERTAINMENT IN ENGLISH CLASSES	<i>Charles I. Glicksberg</i>	530
WHAT, NO HOMEROOM! (GUIDANCE THROUGH SOCIAL STUDIES)	<i>Harry B. Johnson</i>	534
CONFUCIUS SAY	<i>James E. Perdue</i>	536
IDEAS IN BRIEF	<i>The Staff</i>	538
COUNSELING TECHNIQUE IN THE SMALL HIGH SCHOOL	<i>Dan O. Root</i>	540
THE ALL-AMERICAN FACULTY MEETING	<i>Ernest J. Becker</i>	543
ACTIVITY CHECK-UP	<i>O. Loise Lintz</i>	546
THOSE WOOLY TEACHERS	<i>George E. Ulster</i>	548
TALENT NIGHT AT DENNIS JUNIOR HIGH	<i>H. G. Walters</i>	550
THE EDUCATIONAL WHIRL	<i>Nine Contributors</i>	552
WARTIME SCHOOL: PARIS GIVES LESSONS BY CORRESPONDENCE AND RADIO	<i>Louise Lee</i>	554
MANY TEACHERS DON'T KNOW HOW TO APPLY FOR JOBS	<i>Axel C. Jensen</i>	557
SCHOOL NEWS DIGEST	<i>The Staff</i>	559
EDITORIAL	<i>R. W. Marshall</i>	560
SCHOOL LAW REVIEW	<i>Daniel R. Hodgdon</i>	561
BOOK REVIEWS	<i>Philip W. L. Cox and Orlie M. Clem</i>	562
INDEX TO VOLUME 14		570

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

Address manuscripts to The Editors, The Clearing House, 207 Fourth Avenue, New York City.

NEW HEATH

TRESSLER
AND OTHERS



LEADERS

ENGLISH IN
ACTION SERIES

1940 TRESSLERS

English in Action, Third Edition

GRADES NINE-TWELVE. Four-book or Two-book editions

NEW FEATURES. New units on exploring the school and community, choosing a vocation, social English and behavior, motion pictures, the radio, choral reading, business English, personality, etc. . . . Practical, dynamic training in thinking and discussing, and in recognizing and resisting harmful propaganda. . . . Greater correlation with other subjects. . . . New unified continuity exercises in the Handbooks. . . . New attractive covers and illustrations.

English in Action

GRADES SEVEN AND EIGHT (TRESSLER AND SHELMADINE)

GRADE VII. *Relating Experiences*. GRADE VIII. *Building Language Skills*. Also in one volume for upper grades: *Experiences and Language Skills*.

Heath's Correlated Social Studies

Under the general editorship of E. B. WESLEY and W. A. HAMM. We are prepared to meet your needs in the social studies for Grades VII-XII with this vital, up-to-date series. The various volumes may be used independently of the series. *Activities Notebooks* and *Teachers' Manuals* for each text. Exceptional teaching equipment . . . unusual functional illustrations. . . . Handsome formats.

D. C. HEATH AND COMPANY

BOSTON

NEW YORK

CHICAGO

ATLANTA

SAN FRANCISCO

DALLAS

LONDON

In writing advertisers please mention CLEARING HOUSE

THE CLEARING HOUSE

A journal for modern junior and senior high schools

Vol. 14

MAY 1940

No. 9

What Hope for (Let there be more culture, less bunk) FOREIGN LANGUAGE?

By ERNEST W. BUTTERFIELD

THE PURPOSE of education is that boys and girls may live, and live now, more productively, more safely, and more happily than they would without the public schools.

We may leave to the brotherhood of Academic Educators to preserve the past, and to the communicants in Progressive Education to safeguard the future. As practical men and women our assignment is to lead youth to endure the present and to enjoy it as participants.

Has Latin any place in our schools? I have taught Latin; I still read it with moderate success; but my chief satisfaction is

an internal feeling of superiority. As Latin becomes rarer my feeling of exaltation increases.

Latin as a school subject has ceased to be common. The New Fifty Percent can see in it no value. High schools of 1,000 pupils are obliged to combine classes in the last two years to secure a teachable group. Few colleges require Latin for admission and none requires it to be continued in college. Colleges with Latin mottoes now offer elementary classes to beginners. Some theological seminaries no longer require Latin for matriculation.

Is then Latin going out of the High School as went Greek and Astronomy? I hope not—and it has a chance, for the two years that are still common in high-school programs are free from college domination. When four years of high-school Latin must lead into two years of college Latin the deans, with entire propriety, set definite standards in pages, in grammatical endings, and in the writing of Latin prose. Now when but two years are offered the colleges have little concern with the content or method, provided that the courses have been well taught.

We may reorganize our Latin so that it will meet our general purpose and train for

EDITOR'S NOTE: Dr. Butterfield reports an imposing amount of correspondence following the appearance of his satire, "Saltatory Education", in the December 1939 issue of THE CLEARING HOUSE. He is back again with enough ideas about Latin and foreign languages to provoke pro and con reactions in practically all readers. Our editors do not necessarily agree with all of his suggestions in this article, and according to our usual policy, will give an attentive eye to any manuscripts written in reply to points raised. The author is superintendent of schools in Bloomfield, Connecticut.

the ever present contentments of life.

We may as well drop several fallacious claims. One is that a Latin vocabulary is a great help in understanding new English words.

The law clerk encounters the words "deposition" and "indentures". Last summer I asked a large class of graduate students to define these two words. The Latin teachers did no better than the teachers of homemaking. The law clerk learns the meanings, and if he is linguistically inclined he may note the fantastic ways in which plain Latin words came to have technical English meanings, but his Latin, if he had it, was of no help in the learning of these occupational terms.

We may give up the kindergarten designs that are said to arouse interest in the Latin class. Among these are: the grotesque mnemonic devices that are supposed to make easy the memorization of statements which are intrinsically worthless; so the scooting over the town to find some Latin word made lasting on gravestone or city seal; and also the making of Latin toys and Mother Goose books and the playing of sophomoric games. Such artificial aids seem silly as helpers to robust Latin.

We may give up the argument that great men know they are great, they remember that they took Latin and have forgotten it; therefore great men become great by Latin. The argument is too poor logic to be repeated.

We may give up the argument that Latin grammatical study is a help to good English. There is no proof, and some evidence is available that the effect is detrimental.

If we agree that the purpose of writing and of speaking is not, like whistling, to produce internal satisfaction, but is to convey information, we shall also agree that we must express ourselves in the language with which the hearer or reader is familiar.

A study of the sentence and paragraph construction of Cicero and of the nomenclature of grammatical classifications does not give proficiency in English expression.

(1) I have read many courses of study, produced by teachers, in high-school subjects. Those from teachers of Latin call for the most revision, those from teachers of English next—those from teachers of science and commercial subjects, the least.

(2) When school events are written up for the city press, the teachers of Latin have the most difficulty in securing sympathetic inclusion. The teacher of English, trained by models which Burke, Addison, and Webster gained from the Classics, is unable to write Newspaper English. There must be an introduction, a development, a climax, and a conclusion, while the newspaper reader wants his climax first and then in compact form the development.

(3) Let us assume that you are not a teacher of Caesar nor of Machine Shop Practice; but compare the articles in *The Classical Journal* with those in the *Industrial Arts Magazine*. The shop boys can write English.

(4) Professors of Latin had developed a formal grammar and rhetorical nomenclature unknown to Livy and his contemporaries. Their hard terms—gerunds and supines are among them—have been adopted by teachers for English classes even when the terms are quite foreign to the historical development of English speech. Then comes the strange claim: If the pupil learns the classifications he will more easily call by Latinized names somewhat similar forms when they are extracted from the prose of Macaulay or the poetry of Shakespeare.

My conclusion is that the analytical study of Latin models is a hindrance to effective English expression.

Latin may be of immediate use under these conditions:

1. Given for two high-school years.
2. Much time given to Roman life, history, biography, and art.
3. No Latin composition. It has no occupational purpose and has had none since Latin ceased to be the language of diplomacy.

4. At least twice as much reading as now is common and none in patchwork-quilt books of elegant selections. The reading and rereading to be for the general story and for the satisfactions of progress.

5. No drill on pronunciation. All words to be pronounced as in English. Remember that the purpose of using a quotation is to be understood.

6. Grammar small in amount but including the meaning of word endings that appear in the reading. In a reading course the names of ablatives are meaningless. Complete conjugations and declensions are in the texts for reference but not for memorization.

Such a course will produce present satisfactions in classical familiarity and in a fair degree of reading ability.

What place have modern languages? A number of high-school pupils will continue French in college and will travel in France. They may take whatever French the colleges want.

Most high-school pupils in French will go neither to France nor to college. They will "complete" French when they finish French II. For them French can be made a reading subject as I suggested for Latin.

I have been in schools in industrial centers where the modern language classes were filled with pupils from the racial group dominant in that town or in the part of the city where the school was located. In one school two-thirds of the class were from French-Canadian homes. No one would ever go to Paris or to college but all were studying Parisian French. Their grandfathers, and all the cousins whom they visited each summer on the Gaspé, talked Canadian French, their parents talked and read Canadian French.

The teacher knew a foreign French only, and these children were coming to believe that the language of millions in cultured Quebec was a patois but one step above illiteracy. Had they studied the Province of Quebec as assiduously as they studied Paris, and had they read the newspapers of

Montreal, they would have been social assets in a new development of New England culture.

I have been in other schools where an entire class was composed of Italian girls from second-generation Italian homes and all were studying—not Italian—but French. No one knew why.

These girls neither now nor in the future will use French. Their grandparents, the immigrants, can speak Italian only; their parents speak and read Italian but ordinarily talk in English. These girls can understand some Italian and can speak a few phrases, but they cannot read the family newspaper or magazines. In ten years they will be married to high-school boys, perhaps to Italians but just as likely to Polish, French, or Irish. If the religion is all right the rest can be adjusted. In any case these third-generation homes will have no Italian spoken or read.

If these girls had not French, but a reading knowledge of Italian, they would make the grandparents perfectly happy, they would build up the cultural pride of the parents, and they themselves would begin to lay the foundation for ancestral satisfactions that in the eighth generation would be as profound as those which make Brahmins out of Colonial Dames.

I have been to other schools, in French classes of young Poles, and no teacher could teach Polish, either classical or colloquial. What then?

Instead of one more year of modern-type social studies—in the tenth grade, a drivingly hard year devoted to Polish Art, History, Life, and Literature. A course which would make these young Americans proud that they are Polish and determined that a culture which has endured persecution and distress for a thousand years shall find its own place in the culture of a great nation.

That pupils may live now more happily, safely, and productively would be the purpose of culture courses in Polish, Swedish, Lithuanian.

Is This the Earliest Known JUNIOR High SCHOOL?

By N. C. HEIRONOMUS

FREQUENT EFFORTS are made to explain the beginning of the junior-high-school unit of the American school systems. It grew out of an attempt to offer more effective education to pupils of the seventh, eighth and ninth grades, especially by enriching the course of study. In connection with this enrichment process, certain modifications of forms of organization and of administrative plans grew into use. The resulting school came to be rather generally known as a junior high school—the name, be it noted, following some time after the early attempts at reorganization.

It can readily be seen that to fix any particular time and place for the birth of the new school unit is quite difficult. To me it is clear that in any attempt to approximate

this date and place we must needs give our attention to the changes evolved, not to the christening of the infant. With this in mind suppose we review the steps leading to a junior high school in Richmond.

In 1895 a new school building was erected on the second square of North Eighth street, which was to house a distinct unit of the city school, made up of pupils of the seventh and eighth grades.

The feature of the school most noticeable to the public was the use of the departmental plan of organization. To the school people in charge, however, the most significant feature was the fact that there was to be a deliberate, purposeful attempt to change to a fuller, more vital offering of work for these pupils.

In accordance with the essential idea, modified algebra was substituted for "review" arithmetic; a college man experienced in teaching history was employed to introduce a more vigorous form of United States history, and for the usual, rather formal oral reading an experienced teacher of English was obtained to put in a course in the study of units of literature.

With the beginning thus made, the school administrators went merrily on their way towards further enrichment. Before 1900 a choice between a Latin, a French, and a straight English course was offered the pupils, practical arts were offered to both boys and girls, and instruction in both music and art by specially trained teachers was supplied.

Along with changes in content there came rather significant modifications on the formal side. The school was organized into

EDITOR'S NOTE: *Can the first junior high school in America be identified? Did the school "on the second square of North Eighth Street, Richmond, Indiana" have the essential elements of a genuine junior high school before 1900? Mr. Heironomus wrote the statement constituting this article on May 7, 1935. Copies of it were distributed at a junior-high-school meeting in Indiana in 1939, and the copy published here was recently offered to THE CLEARING HOUSE by J. J. Maehling, principal of the Woodrow Wilson Junior High School, Terre Haute, Indiana. Mr. Heironomus, who sets forth the claims, died some time ago. He was principal of the Dennis Junior High School of Richmond, Indiana, and was long considered the dean of the Junior High School principals of the State.*

homerooms and the teachers placed in charge of these were given much the same standing as our present advisers. While not given the title, one of the teachers of the new faculty, a woman of much school experience as well as experience with boys and girls of her own, came to have charge of many of the duties and responsibilities now delegated to a school dean.

To house the new unit a building adapted to the departmental plan of organization was erected, and the instruction was reorganized on that plan. Promotions were made by subjects, and a start was made towards an organized system of activities.

It seems fair to summarize the situation somewhat as follows, thus claiming for Richmond the essential elements of a junior high school before 1900:

On the content side enrichment had been made by modifications of the work in English, mathematics, social science, music and art, and by the introduction of practical arts and foreign language.

In the way of organization and administration the school had been departmentalized, electives had been introduced, promotion by subjects begun, homerooms with advisers in charge had been organized, and a dean of girls had been added to the teaching force.



Recently They Said:

Here's the Line-Up

If we do bring into the schools problems and issues of American life, we bring down on ourselves the villification of the self-appointed protectors of what is now being bandied about as "Americanism." At this very moment this question is being debated and even bitterly over the air and on the platform. A small but powerful group of business men including some active leaders in advertising, the super-patriots in the Americanization units of the leading patriotic organizations, and some members of Boards of Education would undoubtedly throttle discussion of issues in the schools. Opposing them is the entire phalanx of psychologists, philosophers, and progressive educators in schools and colleges, institutes of public opinion and propaganda analysis, militant liberal leadership of women's organizations, the progressive membership of boards of education, of parent-teacher organizations, and the like.—From speech by Dr. HAROLD RUGG at Conference on Consumer Education.

Thumbnail Portrait

Mr. Tweedle was brought to our school as Dean of Boys because of his reputation for efficiency. . . . Mr. Tweedle is a mimeo-olater. Admiration, adoration—these are weak words; with respect to the mimeograph machine, Mr. Tweedle evinces worship, nay idolatry. In higher circles he is referred to as the Medicine Man of the Mimeograph. Before the coming of the MMM, A. B. Dick was only a name

to us—perhaps a relation of the Dick Whittington of pussy cat fame, perhaps the hero of the Dicky Dare series. Now such blissful ignorance is rare and the arts of the mimeograph have deluged us all.—JAY MILTON in *New York Teacher*.

What "American Way"?

"Education for democracy" is much too loose a phrase. It can be twisted to mean indoctrination in democracy, and this in turn can mean indoctrination in a hundred different things. It is like the phrase, "The American Way". It is a phrase we all use and that, when contrasted with dark spots on the record of Mussolini, Hitler, and Stalin, appears to have significant meaning. A man from Mars, however, would ask, "What American Way?" Do we mean America's way with the colored man? America's way with Haiti, Nicaragua, the Philippines, Mexico, and Cuba? America's way with criminals? Or America's way of unemployment? There are a thousand aspects of America that are shut out of any narrow definition of the way of our land. If we think of "the American way" as something already achieved, already here, synonymous with the status quo, we have a generalization full of self-contradiction and confusion.

On the other hand, if we define it carefully as a process, a movement in history, a search for human freedom, it is no longer absurd. It will bear the light of criticism. Within certain limits it becomes a useful and meaningful phrase.—WILLIAM P. TOLLEY in *Pennsylvania School Journal*.

REPORT CARDS:

Social appraisal, constructive diagnosis

By
HOWARD T. BATCHELDER

REPORT CARDS in one form or another are regarded as necessary accounting devices in most junior and senior high schools. Indeed, the basic plan of acquainting each pupil with the results of an appraisal of his educational status and reporting this information to parents is both sound and desirable.

These periodic appraisals serve as reminders that mastery of essential skills, development in right attitudes and traits, and evidence of growth in desirable habits, are expected of pupil-personnel. It is, moreover, psychologically sound to keep each learner informed of his status at regular intervals. Interest and effort in school work are therefore motivated through the use of this reporting and appraisal device.

While report cards have been condemned by some mental hygienists as having an unwholesome influence on the mental health of pupils, objections are usually directed to the use of comparative marks rather than to the policy of issuing appraisal reports. Obviously, awareness of status can be conveyed without comparing

the successes or deficiencies of one individual with those of others in the group. The fault lies in the use of a comparative marking system rather than in the basic plan of reporting pupil-progress.

Written reports are undoubtedly the most convenient and practical devices to employ in keeping parents regularly informed about the achievement and adjustment of pupils in school. Frequent appraisals which reveal special abilities or disabilities of the pupil can be very helpful to parents in guiding the interests and activities of younger members in the home. Furthermore, a constructive and meaningful report card can do much to enlist the cooperation of parents in solving problems of unsatisfactory pupil-progress. Finally, the report card should not be overlooked as an important device for revealing and publicizing the nature of the local educational program.

The necessity of realizing these values in reporting pupil-progress faces administrators and teachers everywhere, and in recent years attempts to improve report cards have been reported in an increasing number of junior and senior high schools. Apparently there is considerable agreement that the content of conventional report forms is inadequate or obsolete. They should be revised in order to more nearly reflect the present scope and functions of the junior and senior high school.

It is obvious that as long as the policy of reporting is continued, parents and pupils should be given meaningful, constructive, and accurate statements of appraisal. There is considerable evidence to

EDITOR'S NOTE: *The author writes, "This article and the accompanying proposed report-form are the outgrowth of an extensive review of literature on the subject, an analysis of report cards now in use in high schools, and finally, former administrative experience in revising pupil-progress reports in the secondary school." Mr. Batchelder is assistant professor of education and social studies at Mississippi State College for Women, Columbus, Mississippi.*

support the contention that conventional report forms fail to measure up to these standards.

It is suggested that report cards be revised into forms (1) that place increased emphasis on appraisals of the pupil's social and civic status in school, (2) that reveal the major objectives which have been set up as guides to adjustment and achievement, and (3) that include a constructive diagnostic statement whenever failing or unsatisfactory progress is reported.

Considering each of these points in their order, report cards in junior and senior high schools should:

1. *Place increased emphasis on appraisals of the pupil's social and civic status in school.*

The typical report of pupil-progress fails to reveal a progressive philosophy of education in the message it conveys to pupils and parents. The reason lies in the fact that the conventional report card is primarily academic in content.

Although achievement in subject-matter is one of the very real concerns of junior and senior high schools, it is, after all, a narrow conception of pupil development as a whole. The absence in these reports of information on the social and civic status of pupils implies that the school is not concerned to any great degree with the development of right attitudes, desirable character traits and habits of work, ideal social adjustment, and the good citizen. This conventional report card then creates a false impression of the scope and functions of the modern junior and senior high school. It is probable that this erroneous impression will be held by many parents as long as most of the emphasis in these reports is placed on progress in subject-matter.

True, the report card usually mentions the pupil's conduct, his citizenship, or deportment. But it may be seriously questioned whether these single terms mean much to parents or pupils. Certainly they

reveal very little that is constructive, or tangible.

No radical or far-reaching changes need be made in correcting this deficiency in report cards. The solution obviously lies in increasing the amount of space given to appraising the social-civic status of pupils.

2. *Report the achievement of pupils in relation to the major goals of subjects and of social and civic adjustment.*

In reporting academic progress and social or civic adjustment the typical report card contains a list of subject names and one of the three terms, "conduct", "deportment", or "citizenship". A single mark most likely appears in each case to reveal the standing of the pupil, e.g., English, C; Algebra, D; Deportment, D; etc. Actually, however, much is implied and little revealed in this type of report card.

The use of single abstract terms—"Algebra", "Citizenship", and the like—obscures the real deficiencies or successes of the individual. Yet these are facts which can be put to most use by parents and pupils. In brief, if it is desired that the report card reveal educational status clearly and constructively, knowledge of what the pupil is attempting to achieve, or adjust to, should be conveyed. Conventional report cards fail quite completely in this respect.

They can, however, be revised into forms that will be decidedly more definite, meaningful, and helpful. Eliminate abstract terminology and reveal pupil-development and progress in relation to the major aims of subjects and social-civic goals. If it is hoped or expected that parents will correctly interpret the educational program, cooperate in this work, or supplement even in a small way what is being done in the local school, a clear understanding of aims and objectives is necessary. Use of the regular report of pupil-progress is considerable guarantee that this information will reach all parents.

Further, appearance of objectives on these report forms may easily lead to other

desirable outcomes. First, specific difficulties, deficiencies, and successes of the pupil will be revealed. Second, a statement of objectives is psychologically sound and desirable in view of the fact that knowledge of the goal is an incentive to progress. Third, awareness of objectives and aims may result in re-direction of the pupil's attention from artificial marks to mastery and growth in the important goals appearing on report forms. Finally, more valid marks are likely to be given by teachers when appraisals are unmistakably determined in the light of major objectives.

Report cards will become increasingly more meaningful to parents and pupils and more accurate in the information they contain when desirable social and civic goals and the major aims of subjects appear on these appraisal forms as guides to progress and adjustment.

3. *Provide space for information of a diagnostic character.*

The conventional report card is purely destructive when it reports failing or unsatisfactory achievement and adjustment. While low or failing marks point conclusively to the fact that the educational status of the pupil is unsatisfactory, specific difficulties are usually ignored in the traditional report and therefore are unknown to the parent. The typical report card creates a proper setting for frustration in the case of the failing pupil and the disappointed parent, for it rarely, if ever, includes suggestions for an approach offering hope of more satisfactory achievement or adjustment.

A constructive and meaningful report card will show why the pupil is failing, and give concrete suggestions for the improvement of his progress or adjustment. This diagnosis is a necessary step in the solution of pupil difficulties. Its presence on the report card verifies the fact that the school is more than casually concerned with the problems of the failing pupil. Still more important, it furnishes a guide to an in-

telligent, constructive, and cooperative attack by pupil, parent, and teacher, on previously neglected factors in learning and adjustment.

Turning now to the problems involved in making these changes in report cards—the revealing of pupil-goals implies the construction of separate report forms, one for each department in the school. These should contain the fundamental objectives which have been designed to give unity of purpose and resulting direction to the work carried on in each department. Social and civic goals are very likely to remain the same for the school as a whole and therefore need not vary on report cards.

Ideally, separate report cards containing specific objectives for each subject would seem highly desirable. But it is doubtful whether these forms would be practical, for likely there would be considerable repetition and unnecessary overlapping of objectives within departments. Moreover, placing too much emphasis on specific objectives of subjects may easily result in obscuring major aims. In short, the purpose in each department should be to devise a statement of fundamental aims which clarify and reveal the distinctive character of work in that department.

Using foreign languages as an illustration, the following goals might be selected to appear along with others on the report form used in this department: (1) *ability in oral reading*, and (2) *mastery of vocabulary*. It is evident that these may be considered fundamental objectives in French as well as in Latin or Spanish. Turning for a moment to the nature of objectives in the social studies, (1) *ability to make and interpret maps, charts, graphs and tables*, and (2) *willingness to suspend final judgment until the facts have been examined*, may be seen as important and therefore fundamental aims in history as in geography, civics or economics.

Statements of this nature can do much to acquaint pupils and parents with the true

NAME OF SCHOOL

(Name of Department)

Pupil Grade Subject Date.....

The purpose of this report on progress may be stated as: (1) to reveal the more important goals which have been set up as guides for the pupil's achievement and adjustment; (2) to indicate degrees of success of the pupil in the case of each goal; and (3) to suggest ways of improving work if the report reveals this need.

Estimates of progress have been based on observation of the pupil and results in oral and written work during the period covered by the report. These estimates appear in the form of check marks in the columns below and reveal the status of the pupil in relation to important objectives in this subject. Total progress and achievement have been considered in estimating the pupil's present average or final mark in this subject. Additional comments appear on the reverse side of this sheet if progress or adjustment has not been satisfactory.

Parents and pupils are invited to use this report on progress as the basis for conference with the teacher, especially when pupil deficiencies or weaknesses have been noted and recommendations for improvement appear on the reverse side of this report.

Key to ratings: A = Excellent; B = Good; C = Fair; D = Poor; F = Unsatisfactory

Goals in (name of subject)	A	B	C	D	F
Mastery of:					
1					
2					
3					
Ability or Skill in:					
1					
2					
3					
Habits, Qualities, or Attitudes of:					
1					
2					
3					
Based on total progress and achievement in these goals, the pupil's (present-final) mark in this subject is					
Social and Civic Goals	A	B	C	D	F
Habits of:					
1					
2					
Qualities of:					
1					
2					
Attitudes of:					
1					
2					

Signature of Teacher Days absent

Signature of Parent Times tardy

spirit, scope, and functions of education in the junior and the senior high school.

This new type report card may be readily adapted to conventional marking systems. In place of revealing the pupil's status with a single letter, per cent, or descriptive term, the standing of the pupil in relation to achievement or adjustment in each major goal may be reported. If desired, a composite mark based on these ratings may be given for the period covered by the report card.

Finally, the revised report card should be placed on trial in the school and community so that results obtained may be compared with those of the conventional method of reporting pupil progress. This last step of experimentation and appraisal may be effected without displacing the regular reporting method until one plan or the other has been judged more desirable by pupils, parents, and teachers.

Some of the more obvious deficiencies in the traditional report card have been pointed out. Three major changes have been recommended as approaches to improvement of the report on pupil-progress. These were: (1) Place more emphasis on appraisals of social and civic status, (2) reveal major objectives which have been set up as guides to adjustment and achievement, and (3) include a constructive diagnostic statement in event failing or unsatisfactory progress is reported.

No credit is claimed for originality in these recommendations. They have been selected for their practicality from among the many suggestions of others interested in this problem. The attempt has been to arrange a combination of constructive features that hold most promise of providing pupils and parents with a report on progress that is helpful, accurate, and meaningful.



L'Envoi

(With no apologies to Kipling or anyone else)

By EFFA E. PRESTON

When the last I.Q. is computed and the tests are finished and filed,
When the triplicate records are tripled and we've case-studied every child,
When his C.A. and M.A. are captured and we've tamed his P.L.R.,
And the graphs on his cumulative card show he's almost up to par;

When we've interviewed angry parents till our powers of persuasion pale,
And we fuss in a futile frenzy at how few flunkies we dare fail;
When we've filled in our own life story for the hundred and seventh time,
And we're sure the whole darned cosmos is run without reason or rhyme,

We are saved from senile dementia by vacation's longed-for bell,
And we wipe the frown from our furrowed brow and chortle, "Oh,
what the hell!"
Then we who are foolish will take a course and strive to improve our
mind,
But we who are wise will go far away and leave Pedagogy behind.

Collinwood's Student-Controlled

STUDY HALLS

By
ARANKA I. DAVID

THE BELIEF that one of the primary functions of the school is to teach democracy is not a new concept to teachers and pupils at Collinwood High School. Rather it is a living and a working philosophy in terms of everyday practice. It has not been confined merely to teaching and practice in the classroom—the out-of-classroom activities demonstrate how much a part of our daily lives this opportunity for self-government has become.

Obviously this awareness on the part of the student body that Collinwood is a democratic school furnishing ample media for student government and training in citizenship did not spring up mushroom-like overnight. The growth of pupil-controlled study halls illustrates this fact. As early as 1926 study halls under pupil control were set up as honor study halls sponsored by the Student Council. At the start the pupil supervisor was appointed by the Student Council president. Gradually, as the years passed, more pupils volunteered service in this activity.

Likewise, other features such as dropping attendance checking and the use of the term "honor" were found to be beneficial in improving the control of study halls. In addition these study halls, originally set up

for senior high pupils only, now began to include 9B and 9A pupils. Still more recently we found, as a result of a tryout, that pupils approved the extension of the pupil-controlled study-hall system to temporarily unused classrooms. This innovation, of course, increased the enrolments in self-governing study halls.

Four years ago the sponsor and two members of the study-hall staff visited six other schools in the city. By culling the best procedures from each and incorporating them with the best of the home school, the present democratic organization of pupil-controlled study halls has evolved. In general, any pupil from 8A grade upward who is recommended by his homeroom teacher is scheduled for pupil-controlled study halls at the beginning of each term.

Pupils who report voluntarily to these study halls without a teacher's approval are permitted to remain as long as they abide by the rules. If any pupil is disorderly, he is asked to sign a disorder slip upon which the nature of the disorder is reported by the chairmen. This slip is then placed in the box of the teacher-sponsor. Every Monday the supervisory board meets with the teacher. Every pupil reported is required to appear before this committee, whose greatest concern is not the nature of the offense so much as its cause and cure.

In the spring term of January-June 1939 there were twenty-seven such cases heard, of which only two were referred back to teacher-supervised study halls. A form-slip is used by chairmen in reporting a pupil's misbehavior.

The chairmen of study halls are pupils who have requested their positions. Usually pupils who apply for the first time are appointed assistant chairmen. The following

EDITOR'S NOTE: *How far can a school go in developing study halls operated by the pupils? How successful would they be? One answer to those questions lies in the program of the Collinwood High School, Cleveland, Ohio, where the author is assistant principal. This school has had four years of experience in developing a study-hall plan of this type—and is still experimenting in developing further applications of the idea.*

semester, if they have proved capable, they become chairmen. Chairmen and assistants come from all the grades from 10B through 12A, although the greater majority are from 11th and 12th grades; all must be approved by the supervisory committee.

Even as it is expected of pupils to co-operate with pupil chairmen, so the chairman in turn is responsible to the supervisory committee of five, usually two twelfth-grade pupils and three eleventh graders who are elected to the position by the supervisory board of the preceding semester. The president of the supervisory board is no longer appointed by the Student Council president, but is elected by the board and two teacher sponsors, one of the student council, the other of study halls.

Another responsibility of this supervisory board and its president is a weekly check of study halls, which is actually a report on a chairman's control of his study hall. A supervisor notices the attention of pupils in the study halls, the lighting conditions, and the condition of the floors, and uses a form-slip to report on these points for each hall.

By way of follow-up, chairmen and board meet regularly once a month in the social room for a discussion of their problems. This meeting also becomes an opportunity for knitting together more closely the chairmen and the supervisory board.

Last year a new venture of which the pupils are exceedingly proud was undertaken. Following the pupils' request for a tryout of one lunch-period study hall, which was successful, all three lunch study-hall periods were turned over entirely to pupil control. The significant fact about these study halls is that all pupils from 7B through 12A report for study during half their lunch periods. For the second part of the lunch period all groups from the cafeteria may report either to the noon movies, the social room, or the pupil-controlled study hall. Despite this heterogeneous grouping and the interrupted period, the pupil

chairmen have operated these three lunch study halls most effectively.

Still another experiment in its early stages is the use of pupil chairmen to take charge of adjustment study halls. These adjustment groups are made up of pupils retarded in school for various causes.

As these groups, of course, need more checking, a teacher from the adjustment department is relieved of one class and is assigned supervision of the five adjustment study halls. Apparently this change has produced good effects. Adjustment teachers note that removing adjustment pupils from regular study halls has induced far superior attitudes in these pupils because they are proud of the responsibility of taking care of themselves without a teacher.

This semester twenty-five chairmen and twenty-nine assistants have taken charge of the twenty-five pupil-controlled study halls. The enrolment in classroom study halls varies from twenty-five to forty. Two other large study halls seat eighty and one hundred and forty students respectively.

If Collinwood has been at all effective in establishing pupil-controlled study halls, it has been done not through pressure on the part of the faculty but chiefly through pressure on the part of the student body. Each semester a new departure including more and more pupils has been suggested by various pupil supervisors and chairmen. The wisdom of the teacher sponsor in allowing free play of ideas, and opportunities for the pupils to try them out, has been a factor in the yearly increase of attendance at pupil study halls and in the respect of the student body for them. The supervising-board president said in his report:

"Collinwood is producing among its students potential American voters and law makers who have a deep regard for the advantages of democracy; this is partly created by giving to its students a living and operating example of democracy where the students govern and make decisions as the students desire, not as others want them to do."

THE PLAGUE

By
PAUL W. SLOAN

of Special Weeks and Days

A STORY is told about a boy who allowed his dog to sleep on the bed during the Be-Kind-to-Animals Week. However, each night during the special week, the boy would warn the dog with much sternness, "Don't forget, next week you go back on the floor."

If special weeks were always confined to relationships between boys and their dogs, no particular harm would result. It seems, however, that special weeks are not being confined to boys and their dogs.

During the past few years a serious epidemic of "Weeks" has swept the country.

In February 1940, a bill was introduced in the legislature of the State of New York which proposed that a Bill-of-Rights Week be observed in the public schools each year. The purpose of the bill, according to its

sponsors, is to bring home to our pupils the inestimable value of our constitutional form of government.

American Education Week is observed annually in November. It is sponsored jointly by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. The chief aim is to encourage parents and other adult citizens to visit schools and to take part in special school programs.

A few years ago the wags had considerable fun because National Cheese Week was observed at the same time as American Education Week. The joint observance probably was not due to purposive planning. Nevertheless, the wags inquired facetiously about the degree of relationship between the products of educational institutions and the products of cheese factories.

In 1934, the late Newton D. Baker launched the first Brotherhood Week. It is sponsored annually by the National Conference of Christians and Jews for the purpose of promoting better understanding, friendly relationships, and cooperation in basic moral and spiritual values. The slogan for Brotherhood Week is "Make America safe for differences because differences make America safe". This would make an excellent principle of action in all the churches, in all the homes, and in all the schools of America during every week of every year.

Each year the Girl Scouts observe a "Thinking Day", on which the Girl Scouts are supposed to think critically about Girl Scout laws and promises.

There are countless other special occasions for special interests, such as Cherry-

EDITOR'S NOTE: *Is your school promoting canned tomatoes to the pupils during Canned Tomato Week. Does it plug the special interests of the student body's relatives on National Uncle and Aunt Day? In this article the author reflects on the school's situation in the face of a sort of New Calendar, divided and sub-partioned into an astounding variety of promotional periods. Some of these are no doubt reasonable enough, but the business viewed as a whole is ludicrous. A recent investigation indicated that only three days of the school year have not been appropriated for some "pepped-up" week or day. Why not designate these three days as "Half-Wit Half-Week", during which pupils should be kind to daffodils? Dr. Sloan is professor of education at State Teachers College, Buffalo, New York.*

Pie Week, Ice-Cream Week, Peach-Cobbler Week, and Eat-More-Bread Week. Interesting variations are Sweetest Day, Mother's Day, and Father's Day.

So much for the historical development of these Weeks and Days. It would seem that any one of them might be harmless by itself, but as I have already indicated, a particular Special Week does not stand by itself. It spreads to other areas of life just as rapidly as cold germs spread from one person to another person.

To be specific, school programs are shot through and through with Special Weeks and Special Days. Examples in the schools are Better-English Week, Book Week, Good-Health Week, Citizenship Week, Safety-Education Week, Clean-Up-Your-Yard Week, Choose-Your-Vocation Week, and Choose-Your-College Day.

For more than three centuries we have had Examination Weeks, and like the poor people and the taxes, it looks as though we always will have.

Although Special Weeks are contagious and have spread from area to area in the social structure, why have we teachers been so gullible and receptive toward them? If a school administrator hears about an educational drive, such as improvement in English being carried on in another school through the machinery of Better-English Week, he often hastens to put it into his school program. Ladies buy new hats, and men sometimes buy new automobiles for the same reason.

Why have the germs which cause Special Weekitis found such receptive hosts among educational leaders? Is it necessary, for instance, to have a Better-English Week and a Choose-Your-Vocation Week? Why have educators resorted to these weekly drives and spurts? The answer lies, in my opinion, in the individual educator's philosophy of education and of guidance.

Education is in too many instances a highly mechanized affair. The learning process is conceived to be synonymous with

the formation of rigid and stereotyped habits. Classroom methods are too often rooted in drill and in repetition.

The traditional classroom procedures cause the stimulation of critical thinking to be neglected. Consequently the behavior patterns of school children are apt to become highly mechanized. When new and problematic situations arise, boys and girls are unable to cope with them satisfactorily because fixed and mechanical habits do not suffice in solving new problems.

Many educators, realizing that the educative process has gone awry, have attempted to provide remedial measures by setting up artificial guidance machinery in the form of Special Weeks and Special Days.

Business institutions and religious institutions have long used this special machinery to put across their drives. Educational institutions should never have used them because the job of education is to *guide the child to reshape his behavior patterns continuously, in order that he may be able to meet his environmental problems*. These are problems arising anew each day, each week, and each year. In fact, the more education we get, the more sensitive we are to problems. No one individual, even if he is normal biologically, will ever complete the job of solving all his *problems*.

These educational drives and spurts are apologies by the educational leaders for something sadly lacking in educational programs. This something which is lacking is guidance in the solution of the pupil's social, intellectual, and practical problems upon the basis of critical thinking.

A good philosophy of guidance is one that conceives of all the resources of the school, both material equipment and human leadership, as being focused on the task of bringing intelligence and critical thinking to bear on the individual's problems in relation to society.

These Educational Weeks and Days have contributed to confusion in guidance by causing special guidance programs to be

built for many different educational goals. They are an indication that many guidance workers regard guidance as something which can be compartmentalized and pigeonholed into such various areas as vocational guidance, educational guidance, health guidance, moral guidance, safety guidance, curricular guidance, leadership guidance, and so on, *ad infinitum*.

What boys and girls need is guidance, pure and unadulterated, with no window dressings and After-Christmas Sales. They need guidance, based on creative and critical thinking, in the direction of intelligent behavior. Special Weeks lead to nothing

but chaos and confusion in guidance.

Finally, within a year or two, each teacher in each school might demand a Week, or at least a Day, to *put across* his particular idea or whim. At that time the whole machinery of Special Weeks will fall and be crushed under its own weight, for there are not enough weeks in the year to allow one Week to every national, state, or local school community for every good cause. Then, and maybe then only, will educators see guidance as a continuous phase of the activities of every teacher during every day, and not as a special function of a special committee during a Special Week.



Recently They Said:

Not in the Office

With some superintendents or principals it has been the practice to keep professional magazines in the school office and to lend them to teachers. This practice is a mistake, for it puts the teacher in a position of intellectual dependence. A suitable portion of the school budget should be set aside to purchase the best general professional magazines, and they should be placed in the school library where they will be available to teachers at all times. . . . Frequent reference to magazine materials should be a part of the exchange of ideas in faculty meetings.—MILLER RITCHIE in *Virginia Journal of Education*.

Alas, My Creative Pupil!

No sensitive person can visit American high schools without a feeling of admiration for the boys and girls who attend these schools. Physically, intellectually, and socially these young people are superb. The freshness of their outlook on life, the realism with which they face the distressing world which we adults and our ancestors have created for them, are always a source of wonder to me. Biologists and psychologists tell us that each child is truly creative. This means that he can think, feel, and act as no other person can think, feel, or act. If he writes poetry, it will be poetry no one else could write. If he composes music or paints a picture, each of these achievements will be unique. Such are the potentialities of youth.

What have schools done with the millions of creative spirits who have fallen under their sway?

They have, with characteristic lack of sympathy and imagination, dulled the imaginations of their pupils, forced them to think the teacher's thoughts, to see the world as the teacher sees it. Our clumsy, stumbling society simultaneously bears striking testimony to the ineffectiveness of our education for social ends. Our educational stupidities continue to cost us millions in crime, unemployment, graft and war, to say nothing of the unmeasurable loss of human talents and human happiness.—ERNEST O. MELBY in *Educational Trends*.

Health: School Responsibility

The demand for a suitable school medical service, responsive to present day needs, has in recent years become insistent and articulate. We have here a fundamental health problem of major importance which can be solved only by intelligent, long-range planning. It is scarcely necessary to repeat that good, periodic physical examinations of young people, buttressed by effective follow-up for the correction of remedial impairments, will result in striking improvement in general health and the prevention of chronic diseases in later life. Despite this generally acknowledged fact, limitations imposed on city (New York) departments last year made such an examination the privilege of fewer than fifty per cent of the children attending our schools. This much needed service can be effectively provided through the agency of a full-time local health service affording to every school the services of a doctor and a nurse throughout the entire year.—CHARLES DEGEN in *High Points*.

EVERY MONDAY:

South Side's 9th-grade English classes give the language arts an entertainment workout

By

CHARLES I. GLICKSBERG

FOR EVERY Monday the freshman classes in English are permitted to arrange an entertainment program that is enjoyable as well as suited to their tastes and talents. The pupils themselves suggest the topics to be treated. The program is under the auspices of the chairman they select. That, in brief, is the method used, but it fails to describe the value and vitality of the program, the degree of interest displayed, the kind of participation obtained.

The net result of a free-for-all entertainment program is hard to evaluate. What the program achieves does not lend itself to quantitative measurement by existing instruments of testing. The fundamentalist in education who believes that the teacher should adhere literally to the prescribed course of study and that education is a serious, if not painful, business, will find little worthy of recommendation in such a classroom activity.

From the point of view of the traditional lesson plan, there is not much that can be said in its behalf. It does not teach or pretend to teach any of the accepted units of instruction. It does not dwell on grammar, elocution, literature, or Greek myth-



EDITOR'S NOTE: *The 9th-grade English period of the South Side High School, Newark, New Jersey, is a time of free-for-all entertainment events, in which the pupils put into action the English skills which they have been learning in the course. The author reports that the pupils love it. Mr. Glicksberg is a member of the school's English department.*

ology. It conveys no facts as such. Its purpose is frankly that of enjoyment—enjoyment of a spontaneous, socialized nature.

Reviewing these programs, which were conducted with numerous first-year classes, one begins to realize that the words "teach" and "learn" may be interpreted in a variety of ways. The pupils gain a great deal from these programs—their own creation—that cannot be set down in a syllabus or recorded statistically.

They learn, first of all, to cooperate with one another, a truly valuable experience. Second, they learn to listen intelligently and sympathetically to the performances of their classmates and to offer critical comments that will be constructive and yet not offend sensibilities. Third, they learn to like the subject, the teacher, and their fellow students; they learn the lesson of tolerance and understanding.

Fourth, their minds are lifted from the oppression of routine homework assignments and recitations; they are engaged in a period of delightful play that is at the same time—though they don't regard it as such—a period of fruitful work. They write their scripts, they utilize their observations and experiences, they think up novel programs. Occasionally, under the stress of competition and prompted by the desire to please their audience, they compose original material; their creative imagination is at work.

Fifth, they acquire poise, self-confidence, as a result of their satisfactory relationship with their classmates. For the program is entirely in their hands. The atmosphere is natural, friendly, informal.

Sixth, these programs give each pupil an opportunity to contribute according to his ability. No restrictions are set on the type of material he is to submit. It may be long or short, humorous or serious, gay or sad.

Seventh, pupils of their own volition take part in cooperative ventures. One pupil composed a play on Rip Van Winkle, which he proceeded to act out while his friend read the continuity and provided the stage effects. In another case, the pupils decided to give a play, *The Adventures of Tom Sawyer*. The dramatic version for it was written by a pupil with ambitions to become an actress; it was she who carefully rehearsed the pupils each day. Even pupils who were backward in their regular class-work were eager to play a part. What was more, they brought in properties from home. The play was finally produced in the auditorium and proved a success.

Finally, even from the point of view of formal instruction these programs yielded some positive benefits. A pupil would gently venture a criticism of the performance. "He could not be heard clearly. He made too many grammatical blunders which spoiled the effect. He was too self-conscious. He did not develop the idea properly."

As a rule, once the confidence of the pupils has been won and their support of the program insured, there is no dearth of material. Pupil experiences, their interests, their leisure activities, provide an unfailing source of new programs. There is the whole world of sight and sound, of feeling and sensation, of adventure and exploration to choose from. The program is theirs to do with as they please.

The only condition imposed is that a program must be enjoyable. And it will be enjoyable if there is complete and genuine participation, if a spirit of spontaneity is encouraged. Should the pupils for any reason run short of ideas, the teacher must be sufficiently resourceful to make helpful

suggestions that will appeal to the class. He must also be prepared to withdraw them gracefully should they fail to arouse any interest.

What meaningful and absorbing programs have been given by these first-year pupils in the past two years! The lack of properties is forgotten. Forgotten, too, is the poorly lit classroom with its rows of seats and its blackboards. Here we are in the land of magic, the land of make-believe, where songs are sung and dances danced, where quips are heard and stories told and liars' contests held, where quiz programs puzzle eager brains, where the ticking of the clock is ignored.

No wonder these pupils look forward to Monday as a happy, carefree day. No wonder they spend more time, comparatively speaking, on these programs than on other assignments. No one ever stops to inquire how long his performance should be. He is glad to do it, and there is no counting of words or minutes when enjoyment is the stake and the goal.

It is perhaps advisable to dwell briefly on some of the varied programs that were highly popular. The Hobby Lobby show aroused considerable enthusiasm. Some interesting exhibits were brought in. One girl told about her embroidering and held up a few samples that called forth applause. Such performances are generally parts of one program. The pretence that this is an actual radio program is kept up and one pupil brought in a microphone in order to heighten the illusion. The chairman introduces each speaker in an original manner. A spirit of fun prevails. Those who give a particularly clever or entertaining performance are applauded.

Another pupil brought in a collection of old, faded telegrams, each of which told a dramatic story. A third gave an exposition and demonstration of the difficult art of tap dancing. A fourth told how she learned to jitterbug.

Then there was the Make-Believe pro-

gram, which called forth surprisingly good compositions. The imagination of adolescents is not stunted; they lack neither originality nor depth of feeling. Their efforts were creative because they represented an imaginative projection of experience. They identified themselves with a book that was being torn up and thrown into the flames; another pupil wrote the diary of a pig; a third made believe that he was a shiny silver dollar; a fourth described the reactions of a leaf in autumn.

The Believe It or Not program scored a decided success. It showed to what extent pupils live under the domination of fantasy, what incredible superstitions they take for granted, how easily they live in two separate and incongruous worlds.

Some curious beliefs were exposed to the light of day. Horrible dreams were narrated, stories of fortune tellers and their amazingly correct forecasts, dreams of the future that came true, uncanny premonitions that some one was about to die and behold! he did die. There were accounts of religious miracles, of folk rituals, recipes and remedies, all of which revealed how closely the pupils reflected the culture of the community in which they were brought up.

Another entertaining program was the Scientific Reasoning Hour (suggested by the instructor). The pupils were required to prove that a number of familiar proverbs were incorrect. In order not to make the assignment seem too difficult, it was started as a game. The members of the class were supposed to use their heads and show in what respects many commonly accepted proverbs were untrue.

These were some of the proverbs used in the experiment: A penny saved is a penny earned; The early bird catches the worm; We love at first sight or not at all; A miss is as good as a mile; Haste makes waste. The program evoked a great deal of interest.

There is little truth in the assumption that first-year high-school pupils cannot

master the technique of reasoning, of solving problems. They think not in terms of generalities but of concrete instances. They frequently personified the idea and then on the basis of one example triumphantly concluded that the proverb was fallacious. While the method employed was not a model of scientific reasoning, it at least served the purpose of undermining the docile, uncritical acceptance of popular maxims. The interest which the pupils manifested in the program, their eager participation in the discussion, their wonder at the discovery that a "truth" could be challenged and disproved, must be considered a salutary mental exercise.

Space does not permit a detailed consideration of all the programs that were given in the course of the term. Suffice it to say, there were others which were equally novel and entertaining. The reactions of the pupils indicated that they had greatly enjoyed these programs. Anonymous criticisms were handed in at the end of the term.

One pupil wrote: "I really think it was swell of you to let us have a free for all on every Monday. I do think most of the pupils enjoyed it too, but not as much as I did."

Another wished it could be possible to have the same kind of program every day of the week, and a third confessed: "In grammar school I never used to like to write but now I know it's just a barrel of fun."

They particularly liked the privilege of choosing their own topics from a list of suggested titles. "It was not only fun in arranging the program but it was twice as much fun to be a speaker or listener. Every one looked forward to the forthcoming of Monday." They appreciated the fact that they themselves took charge of the program. "We read the scripts and such things as though the teacher were not there."

There can be no doubt but that some of these programs are valuable from the point of view of mental hygiene. Adolescents are

not sufficiently objective in their outlook to realize what effect their naked confessions will produce. Their inhibitions have not yet been built up into a formidable system of defence. Unless they fear punishment or social disapproval, there is little about themselves that they will hesitate to reveal.

This classroom confessional possesses marked therapeutic value. There was the case of a boy who confessed that he had killed a child. At the age of three he had, in a fit of rage, struck his mother a vicious blow. As a result she was delivered of a still-born child. This incident still troubled the lad. Some gain was made when we indicated by our attitude that it was purely an accident, that it might have happened to any one, and that he certainly could not be regarded as guilty.

There were other experiences that called for tactful and sympathetic handling: quarrels with parents and elders, grudges against teachers who were tyrannical and unjust, humiliations suffered without cause, embarrassing moments that linger long and painfully in hidden corners of the juvenile mind.

If the psychoanalysts are correct in their assumptions and clinical technique, then these public confessionals should have a beneficial effect. They let sunlight fall on dark, damp places; they open secretly locked doors; they absolve the sufferer from guilt; they constitute an act of expiation and serve to release the pupil from a subjectively troublesome experience.

The best that can be said for these free-for-all programs is that they enlist the active cooperation of the entire class. They tap unsuspected sources of originality, resourcefulness, and ingenuity. Not only do they

prepare for constructive leisure activities in the future; they make for wholesome enjoyment in the present. Each pupil contributes according to his ability and his interest; it is the variety of topics treated that provides the spice of novelty. In the mind of each pupil, the program is pleasantly differentiated from that of the stereotyped, lesson-anchored, question-answer recitation period. One never knows what to expect, what surprise the next performer has in store.

Then, too, this type of program marks a break with the authoritarian tradition in the classroom. The teacher is relegated to the back of the room. He becomes an interested spectator, a commentator at best. Only by the gracious consent of the chairman is he permitted to speak.

That is a delightful experience for the young. They see for themselves that the classroom is theirs to manage as they see fit, and their pride is aroused. They take part in the program because it is a pleasure to do so. No instance ever arose where a pupil copied from some one else. Nor would it have been tolerated. This was too much their own creation. They would jealously deny any one the right to steal their "property". The competition that raged for the honor of being chairman proved a good gauge of the interest that these Monday programs aroused.

For the private progressive schools, the material included in this essay may appear like an old story. It is important, however, to know that even within the restrictions necessarily imposed by the secondary school, it is possible to inaugurate a program that makes for pupil freedom, socialized participation, and genuine enjoyment.



Sensible Slant

Do I ever get tired of the tedium of checking pupils' papers? Yes, I do! But if I were Osa Johnson in the wilds of Africa, I know that I would get tired of the mosquitoes, the snakes, the oppres-

sive heat, and the slow travel. If I were Lily Pons, I should grow weary of keeping in voice. If I were a Vivien Leigh, I should soon tire of retakes.—
MRS. ROSALIND EHRSAM in *Kansas Teacher*.

WHAT, NO HOMEROOM!

Eugene High's guidance through social studies

By HARRY B. JOHNSON

RECENTLY THIS school was evaluated by means of the Evaluative Criteria devised by the Cooperative Study of Secondary School Standards. When the evaluators who were responsible for the section on guidance encountered the statements on homeroom they were puzzled.

"Hm," they said, "no homeroom! Shall we score the school minus (implying a weakness in the guidance program) or shall we simply say that the provision does not apply?"

After considerable discussion and investigation they finally agreed on the latter course, for reasons that are set forth here.

A number of years ago, when the homeroom was in its heyday, periodically someone would bring the subject before our staff for discussion. The matter never proceeded beyond the discussion stage. Evidence was brought in time and again, that while there might be isolated cases of successful homeroom programs, these were the exception rather than the rule; that the movement found its popularity mainly on paper, that is, in educational literature, and in statements of principals who indulged in wishful school administration.

Teachers were constantly referring to other teachers who reported that the home-

room was of questionable value. Some would even go so far as to say that it was a farce. Fine theory, yes, but sadly lacking in practice. As a principal who was ever looking for improved school-management devices, I tempered my enthusiasm for experimentation with the observation that techniques involving teachers had better start with the teachers.

So teachers and principal set to work studying guidance and its implications for curriculum planning. We found that much of the material ordinarily placed in the guidance compartment of many schools belonged in the curricular offerings of the school. We also came to the conclusion that effective guidance is not done when one group of teachers is set aside as those interested in the personal lives of the pupils and another group as the pourers-in-of-subject-matter-content. After much study we finally have been able to agree that guidance, classroom instruction, and all activities of the school are more or less of a unitary nature.

At the present time our school uses the social-studies classes as the focal point in the routine of the school. We believe that the social-studies groups lend themselves better than any other to such a purpose. Furthermore, in our core curriculum all pupils are enrolled in that field.

When a tenth-grade pupil enters, he is assigned to a social-living class, which is a two-hour class under one teacher. The theme of the year is "The Personal and Social Problems of the High-School Pupil". Here he is oriented to the school, has his language experiences, is given direction in his reading, gains contact with the cultures of other peoples. In a carefully planned

EDITOR'S NOTE: *The lack of homerooms in the Eugene, Oregon, Senior High School is not an evidence of weakness in the school's guidance program, the evaluators of the Cooperative Study decided. But it is another indication of the decentralization of the guidance function which is taking place in some high schools. Mr. Johnson is principal of the school.*

unit on personality he is helped along lines of mental health, and the year usually closes with a unit on Safety in Driving which concludes with a driver's test given under regular state traffic division auspices.

In the eleventh and twelfth years likewise, the social-studies groups (though here these classes are but one hour in length) have freedom to translate their study into life-like materials.

The technique of classroom organization also follows out the guidance procedure. The school has taken a definite stand on the question of teaching democracy. We believe that young people not only must read about democracy, its beginnings, purposes and practices, but democracy must be experienced and lived.

There has grown up within the school, particularly in the social studies, a technique that has been dubbed "classroom democracy". Observers have named it parliamentary method. Opportunity is given for leadership, group planning, and the gaining of experiences otherwise obtained only through extracurricular activities. The study and practice of parliamentary procedures comes early and is continuous. In most social-studies classes—and the same is true in some other areas—officers are chosen, and committees are continuously at work.

The social-studies classes are further made vital in the life of the school in that each section becomes a unit in the government of the school. Each section or class on the three levels elects a representative to the student council. This council member is charged with the duty of being the

spokesman for his group on matters of school welfare. He also must report back to his class on the actions taken by the council.

This organization has had a salutary effect on the school. It has focused attention of the pupils on the practical aspects of government as it affects them, and has given them a definite part to play in the scheme. In a sense the life of the school becomes a part of classroom instruction.

In order to give further completeness to the guidance structure in the school, and to personalize it with the individual, there has grown up in the school a device, first experimental and now permanent because of demand on the part of pupils and parents, a course that we call senior counseling. Here seniors meet twice a week during one semester, in groups segregated by sex, with the dean of girls and the dean of boys as leaders. The work is planned by the group, and since it comes at a time when seniors begin to look beyond high school, the course becomes vital and worthwhile. In a sense this technique approximates what is commonly classified as the homeroom.

In conclusion, it should be stated that curricular materials ordinarily (and wrongly) classified as guidance materials are allocated to other areas: for example, home economics, industrial arts, health, physical education, science, library, study hall, extra-curricular activities, etc. The guidance, or should I say the curriculum, picture will be complete when the possibilities of this phase have been put into practice more fully by the entire staff of the school.



Classroom Trojan Horses

In a study made by Miss Margaret E. Winkelhake (reported in the February 1937 *Journal of Home Economics*) she found that Missouri home-economics classes were using 2,036 booklets, 209 charts, and 172 samples of products, all supplied by commercial firms. Copies of these she submitted to authorities

for their appraisal. Here it is: 75% of the booklets contained questionable statements; 37% contained false statements; 43% contained unsubstantiated statements; and 59% contained misleading statements.—From speech by LODA MAE DAVIS at Conference on Consumer Education.

CONFUCIUS SAY:

By
JAMES E. PERDUE

The Chinese sage had progressive education ideas back around 500 B.C.

TODAY ONE could make a book of humorous sayings beginning with the words, "Confucius say". However, in the whole book one might search in vain for a single authentic quotation. Almost every pun or wisecrack today is attributed to Confucius, with the result that many people fail to realize that the great teacher was really a serious thinker.

Educators in particular could profit by the present trend of reviving the sayings of the old sage. Ask some high-school pupil to tell you a story about Confucius and you will be immediately obliged. Perhaps after some stimulation by these modern misquotations you will become interested enough to seek a few true facts about the man and his knowledge.

According to Lin Yutang, Confucius lived from 551 to 479 B.C.* He was a great teacher, writer, critic, speaker, politician, minister, and sage.

The majority of the quotations heard today are not true sayings of the philosopher. One will find this ancient Dr. I. Q. very interesting, especially if one is con-

* All quotations are taken miscellaneously from Chapter IX in Lin Yutang's book, *The Wisdom of Confucius*.

EDITOR'S NOTE: *This is a timely article, in view of the thousands of "Confucius say" wisecracks (some of them clean) that are now floating around. What did Confucius really say? Was he a progressive educator about 2500 years before the Progressive Education movement was launched? The author here offers some of the evidence. Mr. Perdue is head of the history department of the Fort Morgan, Colorado, Public Schools.*

cerned with educational method and theory. Many teachers and administrators who feel that we are improving and advancing so rapidly in education will read a few of his conclusions on education with some surprise.

"Confucius say":

The teachers of today just go on repeating things in a rigmarole fashion, annoy the students with constant questions, and repeat the same things over and over again.

By the sound of that, he must have attended one of our present-day colleges, or perhaps he was watching some of us teach last week.

"Confucius say":

Although they go through the regular course of instruction, they are quick to leave it when they are through. This is the reason for failure of education today.

You say Confucius lived 2500 years ago? Why that is incredible! That statement is as new as the superintendent's speech at the next faculty meeting.

It seems to be a terrific indictment of the teaching profession that these bits of information concerning education have been known for thousands of years and so little has been done to overcome them. It would almost seem that our educational leaders are so close to the forest of "Progressivism" and "Education for a Democracy" that they cannot see the big problem of how we learn and of knowing how to teach. Confucius had a splendid start on it 2500 years ago.

Education is subtle. It is practically impossible to determine when a thing has been learned. Our tests to determine learning are inefficient and ineffectual. Could we truly determine when a bit of knowledge

has been learned we would still have to pursue the cause and method of that learning. It seems it would be pertinent for educators to put away some of their fads of the moment and try to accomplish the real feat of teaching successfully.

"Confucius say":

In this matter of education, the most difficult thing is to establish a respect for the teacher. When the teacher is respected, then the people respect what he teaches, and when the people respect what he teaches, then they respect learning or scholarship.

Here one may learn what thousands of questionnaires and theses have been trying to establish for years. How may we get the laity to respect our profession? Why are true scholarship and teaching so often belittled? The answer is plain.

The teaching profession demands no respect and receives about the same amount. True, a body of knowledge that any teacher may assimilate does not give him the right to hold himself aloof, but if he expects to teach he must live so as to demand respect and offer it in return. The teacher should be respected according to his knowledge and teaching ability. Perhaps we get so little because we lack both knowledge and ability.

At present many institutions of higher learning are conducting surveys to find the best ways to prepare their students to be better teachers. Most of them, however, overlook some things so simple that they are the true foundation.

"Confucius say":

A good singer makes others follow his tune, and a good educator makes others follow his ideal. His words are concise but expressive, casual but full of hidden meaning, and he is good at drawing ingenious examples to make people understand him. . . .

The teacher observes but does not constantly lecture to them, so that the students have time to think things out for themselves. . . .

A good questioner proceeds like a man chopping wood . . . he begins at the easier end, attacking the knots last, and after a time the teacher and student come to understand the point with a sense of pleasure. . . .

A superior man (Confucius says all teachers should be superior men) is good at drawing examples; being good at drawing examples, he then knows how to be a teacher. . . .

What could be more progressive? If a methods course could be made that would contain these things and teach them well, perhaps the teachers' colleges would need search no further for their answer.

One of the most interesting and most neglected findings of Confucius has either not been discovered by administrators or is being completely ignored.

"Confucius say":

. . . Therefore the art of being a teacher is the art of learning to be a ruler of men. Therefore one cannot be too careful in selecting one's teachers. . . .

Is there today one teacher, administrator, or "educator" who is a power or an exerting force outside his own so-called profession? In their smug, self-righteous complacency they assure themselves that they are great.

Have they obtained any social advancement? Are they really preparing children to live better and fuller lives? Can they even secure a small bit of legislation to gain for themselves a salary demanded by labor unions for their workers?

No! Where then do they get the idea that they are leaders of men?

It arises from their classroom and school situation, in which they are omniscient as well as omnipotent. Association with one's mental inferiors will often lead to the belief that one possesses an immense amount of knowledge and a great mind. One might also add that any person who is the director of a group, the majority of whom are women, may also come to believe he is all powerful.

All teachers may well learn to be "rulers of men", and administrators should pick their teachers with that quality in mind. If education is ever to be recognized as a profession, we must bring Confucius' last quotation to pass.

➤ IDEAS IN BRIEF ➤

Practical ideas selected and condensed from articles in state and specialized educational journals

The Team's Scholarship Fund

Twenty per cent of the gross receipts of basketball games played by the Skykomish, Wash., High School team were set aside this season as a scholarship fund. Suggested by Coach R. E. Gunn, the idea was approved by the students. Each year the senior boy on the basketball squad who receives the most votes from the people attending the games is awarded the fund accumulated that year. Each admission carries the privilege of one vote. Fund this season totaled \$89. If the player who receives the highest vote doesn't go to college, the runner-up gets the award. If no player qualifies, the fund will be carried over to the following year.—*Washington Education Journal*.

Make-a-Dollar-Grow Plan

Are you adviser to a junior or senior class which has no money in the treasury, many ideas for spending money, but no ideas on raising the cash? As adviser to such a class this year, I found that they wanted a more costly annual than those of previous years, and that they aspired to leave the school a rather impressive sum as a class gift. Quite a problem in a 200-pupil rural school like the Madison, Ohio, Memorial High School! We borrowed an idea from the churches, first called it the "Senior Experiment", finally the "Making a Dollar Grow" plan. We had enough money in the treasury to give each of the 39 seniors \$1. Each was to invest his dollar as he saw fit—but he must multiply it as many times as possible between February 1 and April 1. This is written before the end of the period, but I can report that the pupils are anxious to avoid losing their money, and are industriously increasing their capital. Some are working alone, others in groups. Two boys bought notebook and typing paper in quantity, and are retailing it to the pupils. Another is selling pencils. Two ingenious boys invested their dollars in rental of a movie projector and postage on free films, which they plan to show at lunch hour, with a small admission charge. One girl makes popcorn balls, sells them at noon—but wisely takes orders for them the day before. Candy and pop concessions prospered during the basketball season. One girl began with a sample \$1 box of assorted greeting cards, and took orders. The seniors are

learning thrift and the value of a dollar. They had ventured their own class money. I would not be in favor of borrowing money to begin the experiment.—*MARJORIE L. JOHNSON in Ohio Schools*.

My Bulletin Board

My classroom bulletin board at Erasmus Hall High School, Brooklyn, works hard. It works hard at giving pupils information on the thousand things they should know, at stimulating them to read, to listen, to go. It tells them about the radio programs worth dialing. The board advises pupils where to go—to a local church to hear a renowned speaker, to a special lecture of some society, to other worthwhile events. There are reviews and advertisements of the better movies to post. Occasionally the board carries a complete newspaper sample-copy exhibit, to stimulate the pupils to read various newspapers—not just the one dad brings home. At other times, the same treatment is given to a variety of good magazines. Current event quizzes and clippings are featured. The board sells happy, profitable hours of reading and study by carrying lists of books worth attention, and clippings of book reviews. The superior work of pupils makes an excellent display subject—original cartoons, special reports, scrapbooks, etc. My board tries to help pupils pass examinations by carrying copies of former test questions—and, more helpful still, samples of excellent answers to former examination questions. The board reinforces verbal announcements by carrying reminders of examination dates, homework assignments, etc. It is also useful for featuring additional information about the current subject of study. My bulletin board is no little sissy, but is 6 by 4 feet, of three-ply white pine, one-quarter inch thick. I had it made at a local lumber yard for \$2. It informs, entreats, stimulates, and scolds. My bulletin board does a good job in helping to develop more intelligent young citizens.—*ISADOR RUBIN in High Points*.

Local Booklet on Job Seeking

Copies of "The High School Graduate Faces the Future"—a pamphlet of suggestions on public and private employment agencies, counseling and placement agencies, governmental agencies, and advice

on education beyond high school—were bestowed upon 1800 winter graduates of Minneapolis high schools. The booklet, prepared by high-school counselors under the direction of Barbara Wright, supervisor of counselors, and published by the Minneapolis Public Schools Division of Instruction, was a revision of a similar one distributed last year.—*Minnesota Journal of Education*.

"Co-ed" Athletics

Much of the recreation indulged in by adults takes place in mixed company. Recently Decatur County Community High School, Oberlin, Kan., took the logical step of establishing "co-ed" athletics. Physical-education classes, compulsory for freshmen and sophomores, were held on Monday, Wednesday and Friday for boys; on Tuesday and Thursday, during the same hours, for girls. Decatur established its co-physical-education program on alternate Fridays during the regular "gym" periods. The size of the mixed groups—45 to 60 pupils per class—called for careful planning. Pupils took turns at a number of activities, conducted simultaneously during a period: table tennis, shuffleboard, darts, horseshoes, throwing contests, checkers, card games. Volleyball is probably one of the most satisfactory games for a mixed group. Also popular is a modified version of basketball, planned for a larger number of players, with boys guarding boys, girls guarding girls, and the court zoned to avoid unnecessary contact. Plans for future activities include folk dancing, rhythms, badminton, softball, tennis. The program seems to have won whole-hearted approval by pupils, and teachers note an improvement in general attitudes as well as in cleanliness and neatness of dress and appearance.—ALEX FRANCIS in *Kansas Teacher*.

Vocational Bulletin Board

A guidance bulletin board, prominently placed in the library of the Easton, Pa., High School, carries the regular vocational guidance program of the school a step further by reminding pupils of the wide variety of educational and vocational guidance information available. Each week a certain vocation is featured on the board. A row of three pockets on the board usually contains 4 or 5 monographs on the vocation of the week. A second row of pockets contains a few college, university, or trade-school bulletins received from institutions where the particular type of training is offered. A lower pocket contains blank conference-request cards. A pupil interested in obtaining information on some particular vocation signs a card on which he indicates

his problems and lists his free periods.—HERBERT T. HENDERSON in *Pennsylvania School Journal*.

A Much-Used Project

An exact scale-model of the San Bernardino, Cal., Senior High School plant (consisting of several buildings) was the result of a project conducted a years ago by one of the school's trigonometry classes. The products of activity-program units have a way of ending their careers in dusty corners shortly after the unit is completed. San Bernardino placed its miniature replica on display in the center of the orientation office. From the very first it proved valuable. New students were quickly familiarized with their physical surroundings by the counselors, with the aid of the model. Important rooms, offices, and buildings were located and identified easily. In fact, the miniature school has been in daily use since it was placed in the orientation office. There are various projects, now gathering dust, which should be serving their schools.—JOSEPH R. KLEIN in *Sierra Educational News*.

"What They Wanted"

For a few weeks North St. Paul high school seniors studied exactly what they wanted in social-science classes. "What they wanted" was a course covering these subjects: Transportation and Commerce, Safety Laws, Etiquette, Personality Development, Health, Job-Getting, Curriculum Analysis, Hobbies, etc. Individual topics received intensive study by committees, committee members presented their findings orally at class meetings conducted by volunteer chairmen; and committee members lead discussions which ended each unit. Unsigned pupil-criticisms of committee reports showed enthusiastic response. Instructor Doris Sweet, also high-school dean of girls and guidance director, likes the plan because it provides a clearing house for student opinion and affords an excellent opportunity to fuse guidance with classroom work.—*Minnesota Journal of Education*.

Activity Graduation Credits

Before a pupil can graduate from the Oakesdale, Wash., High School he must accumulate 75 activity hours. Academic credit may be obtained for 150 activity hours. The school's last-hour activity period is reported successful. It includes sports, art, glee club, band, dramatics, chess, checkers, school paper, typing, agriculture judging, work on the annual, student council participation, library work, stage crew, and other special activities.—*Washington Education Journal*.

COUNSELING Technique

in the Small High School

By
DAN O. ROOT

SCHOOL COUNSELING must be definitely divided into two separate phases, and treated as such in its administration. Social counseling is one phase, and vocational counseling is the other. In many cases, of course, the two overlap; but there are two distinct approaches necessary in any well rounded counseling program.

This article will discuss an adequate counseling program in the small high school, by which I mean a high school with an enrolment of 500 or fewer. It is probable that at present more real counseling takes place in high schools of this size than in most of the larger schools, although a counseling and guidance program as such is not in evidence. Ideas and opinions here put forth are not considered to be final, or the last word, or the best, or perhaps not even adequate; but the outline given may prove to be a source from which to work.



EDITOR'S NOTE: *The author writes, "All of my experience as counselor has been in small high schools—that is, high schools with an enrolment of fewer than 500. So my ideas and reactions have to do entirely with this type of school. I am not proposing that the ideas set forth are final, or the last word, or even the best possible procedure. I merely discuss the methods that I have found successful in operation." Mr. Root was counselor of the Armijo Union High School, Fairfield, California, at the time he submitted this article. He has since become principal of the Crystal School, Suisun, California.*

In all counseling, the less formality that can be attached to the program, the better it will function. To really do what it is meant to do, social counseling must be casual and intimate. The counselor's office, for instance, should not be considered the one spot where all, or the best, counseling takes place. This office is usually made formidable with files and cases and indexes, and stiffness and impersonalness usually accompany such accouterments. The best counseling happens in out of the way places—the ball park, on the street corner, or maybe out behind a barn.

Records are essential, but they should not in any sense be the core of the program. They should be incidental, rather than the object of the program. Occasionally one runs across a much ballyhooed counseling program that is in essence merely a vast collection of data on each individual child, and which doesn't mean a thing from the standpoint of the pupil it is purported to serve. Basically counseling is a means, and in no sense an end. Records are of primary importance to the counselor when he is dealing with the vocational side of the picture, for here, in order to do a job that is fair to his pupil, he must seek to co-ordinate the known facts about the child's health, mental stamina, academic possibilities, and social adjustments.

Adequate records may be kept in one folder for each pupil. In the folder are kept the pupil's health record from the time he entered school, and his pre-school record, if it is available. The health record includes a report of all of his immuniza-

tions: diphtheria, smallpox, tuberculin tests, including X-rays, and any others. Then there are reports on his Wassermann tests, his complete physical examinations, and a record of all diseases, physical disabilities, and medical attention that he has ever had, as far as it is possible to secure them.

The folder also includes the results of the various standard tests that the pupil has taken from time to time, and his complete academic record to date. Results of intelligence tests, achievement tests, progress tests, aptitude tests, mental ability tests, reading tests, occupational tests, and any others that may have been given may be included. In no event are the findings of any tests, or any battery of tests, to be considered final, conclusive, or absolute, but merely indicative of possible trends. No human being can be indexed, catalogued, and filed satisfactorily. But these various test results are a help to the counselor when he is conscientious about helping the pupil choose a vocation.

The third section of the pupil's folder carries his case history as nearly as it can be obtained—a report of his heredity, social background, living conditions, economic status, parents' attitudes and hopes, and all things that are pertinent to his social outlook on life. In many cases this is very revealing, and supplies some of the answers to the child's conduct.

For the vocational side of the program, excellent monographs, pamphlets, bulletins, and books are available which give adequate information on the requirements and training necessary for different vocations and occupations, and the desirable attributes for success in them.

It is also well to have a case filled with the catalogs of different schools, colleges, universities, junior colleges, normal schools, and teachers colleges. It is surprising how much these are used when they are placed at the disposal of the pupils.

As for the organization—a man may very

well serve as the vocational counselor for the whole high school, and as the social counselor for the boys. There should also be a girls' social counselor, who will probably be a physical-education teacher. A man may often serve adequately as the social counselor for the girls in the school—many times he will do a better job than the woman assigned to the work. But this situation is fraught with danger, and for the professional protection of all concerned it is better to have a woman in the department. The man should be available, however, under favorable circumstances, to work with the girls, and there would thus be some overlapping in the duties of the man and the woman assigned to this work. In schools of 500 or fewer pupils this staff will suffice.

Arrangements should be made in administrative scheduling for every pupil to meet the counselor periodically. These meetings should not be interviews, but visits, and every pupil should know that the counselor is available at all times for conference, and that no appointment is necessary to see him. As the program gets under way, more and more pupils will take advantage of this situation, and come unsolicited. However, at first there will be reticence on the part of the pupils, and the time will never come when all of them will seek out the counselor voluntarily, although a few will seek him out often. It is for this reason that scheduled conferences are advisable.

Any organization for counseling that includes all of, or most of, the school's faculty, is already doomed to failure. Such a setup presupposes that all teachers are, or can be, good counselors. This is far from the case. The counselor must be a person with a broad background and a wealth of experience. Most teachers have neither. Probably a man who has successfully handled athletic teams has the greatest success as a counselor, just as he has the greatest success as an administrator, other things being equal.

Counseling is a particular, specialized

type of work that just any teacher can't automatically do well, simply because he is certificated to teach. As a matter of fact, probably most teachers are unsuited in every way to serve as good counselors, because a counselor must be a person who is alive to the needs and problems and issues of children, who must "know what the score is" about things generally. The counselor must really have lived and been associated with all types of people, he must be a well rounded, social being, and he must have experienced all phases of life to be able to appreciate the problems and interpret the

reactions that confront the people he is trying to help. The average academic teacher lives in a world apart, and has always viewed life and living in an unnatural—even warped—perspective, and so he cannot qualify.

The counselor must be a "real person". He must be interested in children, be patient, really like "watery kids", believe in children, and be thoroughly convinced in his own mind that all children, and all people, are basically good, and have something of worth that they can contribute to the world.



Recently They Said:

Sokolsky for Santa Claus

He (George Sokolsky, author of "Propaganda in Our Schoolbooks", *Liberty*, December 30, 1939) is alarmed still further by the dearth of military history taught in today's schools. It shocks him that pupils know more about Hitler, Stalin, and Mussolini, than they do about Zachary Taylor and Winfield Scott. At one time, it is true, military history was taught to the exclusion of political, social, and economic history. As time went on educators became convinced that knowing the name of a battle did little toward promoting effective citizenship. Furthermore, it isn't entirely honest to say that the schools ignore the contributions of Winfield Scott and Zachary Taylor. Both receive due consideration. However, the schools, like the radio, the newspapers, the movies, and the periodicals, naturally must pay attention to those personalities and problems that challenge our very existence today. . . .

"There is no Santa Claus," says *Scholastic*, a magazine for high-school pupils. Mr. Sokolsky is indignant! "Who would deprive a child of such symbols?" he asks. Again I find it difficult to believe that he is in earnest. Try discussing the subject of Santa Claus with boys between the ages of fourteen and nineteen. My pupils would roar with laughter. —NATHANIEL PLATT in *Social Education*.

Why Increase Salaries?

"It is to the advantage of every community to get a good teacher and hold on to her. As economic conditions improve there is a natural rise in living costs, and every effort should be made to

keep teaching salaries in step with remuneration in other lines of professional effort. Even now there is a tendency for many teachers to quit their profession and go into other lines of work. It is a serious social and educational loss to be 'penny wise and pound foolish' by saving a hundred dollars or so in a teacher's salary, and thereby depriving the community of the services of a good teacher, and subjecting youth to the experiment of finding a teacher of passable qualities in the ranks of the unemployed. A year's time of thirty or forty youngsters, wasted through a poor teacher, is worth considerable more than the difference between the minimum and maximum salary paid in any community."—*Teachers' Salaries from Bustles to Jitterbugs*, Wisconsin Educational Association pamphlet, quoted in *Wisconsin Journal of Education*.

Sniping in Our Direction

It should be noticed that there is still a steady sniping in our (public education's) direction. Some of this comes from diehards in our profession, and some from amateur experimentalists. Religious groups have and do denounce our schools as godless and failing to build character. Business and industry say that our graduates are no longer taught to read and write, and that they are entirely unacquainted with the fundamentals of mathematics. We also forgot to train all of our students so that they could step into the skilled trades, and to have the proper attitude while they waited for a factory to begin operations so that they could have jobs. We certainly have failed to do much that our critics expected of us!—WELLINGTON G. FORDYCE in *Ohio Schools*.

The All-American

By
ERNEST J. BECKER

FACULTY MEETING

Place: Study hall of any high school anywhere.

Time: A mid-December afternoon.

(The teachers straggle in dejectedly or buoyantly, according to their respective ages and natures. There is a tendency to congregate in the rear seats. From the corridors and remote parts of the building come the sounds inevitably associated with the half hour following the close of the school day: slamming of locker doors, the noise of many youthful voices, the distant wail of a violin.)

(The *faculty secretary* enters and proceeds to check the attendance. Presently the *principal* appears, fusses around with his papers for a few minutes, then by a supreme effort faces the group. He taps lightly for order. Silence falls; doors are closed, to be reopened at intervals by late-comers; the service is about to begin.)

The principal: Meeting will please come to order. Secretary please read minutes of the last meeting.

(The secretary rises and proceeds to read truculently. She doesn't care for minutes. The minutes are approved as read.)

The principal: A few announcements before we proceed with the professional part

of our program. Several notices from the superintendent's office. We are asked to do our Christmas shopping and mailing early. Mr. Smith of the school board is concerned about the growing tendency of high-school pupils to beg rides from passing motorists. He says it must be stopped. The superintendent says it must be stopped. I concur: it's a dangerous practice and must be stopped. Please take the matter up with your home classes.

Miss X (congenital objector to everything): We've been doing that for years. I don't see that it's our responsibility at all. You'd think parents had ceased to exist.

The principal (smiling wanly): Well anyway, take it up again. The following meetings are scheduled for next week: Monday afternoon, a general meeting for all teachers at 4 in the central auditorium. Dr. A. of _____ will speak on "A New Curriculum for a New Social Order". Should be very interesting.

Tuesday afternoon at 4 a meeting for high-school teachers only. Professor B of _____ will speak on "A Changing Curriculum for a Changing World". Should be very interesting.

Wednesday afternoon at 4 department heads are invited to meet with principals in the board room of the education building. The topic for discussion is "The Place of Modern Languages in the Curriculum". There will be ten speakers, including yours truly. Should be very interesting—the other speakers, I mean. (Kindly laughter)

Thursday afternoon the various subcommittees of the general local committee of the national committee for curriculum revision will meet in various

EDITOR'S NOTE: *We have published a number of articles dealing with successful faculty-meeting programs. Herewith we present a satire that reverses the process: It concerns a hypothetical faculty meeting that presumably brings together many of the worst features of various types of ineffective programs. Mr. Becker is a former principal of Baltimore, Maryland, high schools, and is now retired.*

places—consult the bulletin board for yours.

Friday afternoon at 4 the general committee will be addressed by Dr. C of _____ on the subject "Curriculum Revision". Should be very —

Special classes will meet on Saturday as usual. Nothing on Sunday except church and Charlie McCarthy. (Polite laughter)

Your attention is called to the report of the bureau of research on the results of XB intelligence testing last October. You'll find that the average I.Q. of that group in our school is 106, whereas the national norm is only 105.2. That's gratifying. However, we rank third in the city—Central High has the highest average, 108.

Miss X: I don't think that means a thing, except that we're more careful over here. Teachers in Central tell me they just do their testing any old way. What's the use of it anyhow, except to give a lot of people a chance to play with figures? (Applause and laughter)

The principal: Well, all these studies have value, and comparisons, if odious, are also stimulating. Anyway, here's the report; I hope you'll look it over. Now as to our bazaar and supper. (Groans) Miss Jenks, our chairman, has an announcement to make.

Miss Jenks (bubbling with enthusiasm and social zeal): I certainly want to thank my committees for their fine work. We've got enough things for our odds-and-ends table to stock a store. Incidentally, we might let people know that there's not much sale for damaged goods.

Miss X: I've seen all that stuff. I think people are just using us for a dumping ground for things they want to get rid of.

Miss Jenks: Oh, I wouldn't say that; some of the things are really very nice. We've received a great many books, too—including four copies of *Trilby*. (Laughter) The supper committee is preparing for 800, I believe. Any report, Mr. Jones?

Mr. Jones (tall, thin, very weary, rises with reluctance): Supper committee reports progress. We still haven't decided whether to serve oysters or chicken pie or both. But the thing's comin' to a head.

(A number of other committees make reports. After fifteen minutes of this sort of thing the principal calls a halt.)

The principal: I think perhaps the details of this affair may be further discussed in a special meeting. Unless there is some matter that someone wants to bring up at this time, we'll proceed with the professional part of our program.

Miss X: I just want to ask some of the people who have Sonia Malosky in their classes whether they think we ought to have to put up with her forever. Personally, I'm fed up; the child's a pest. Our principal seems to think we ought to keep on trying to reform her, but he doesn't have to teach her. (Laughter and applause)

The principal: I wish we had time to discuss individual cases, and will be glad to call a special meeting for that purpose whenever you like. But our time is growing short and we'll have to get on with our program. Incidentally, none of you has to work with mother Malosky—I do.

Miss X: I thought faculty meetings were especially held for such discussions. Personally, I'd rather do that than listen to a lot of theorizing about the curriculum.

The principal: I don't want to be arbitrary, Miss X, but we really must get on. Perhaps you'd like to head a committee to look into Sonia's case and a few others like it?

Miss X: Good heavens, no! I'm on six committees already, all completely dead. But I'll subside.

The principal: That's fine. Our topic for discussion this afternoon was suggested by Dr. D. of _____ when he addressed the curriculum revision committee last month on the subject, "The Curriculum and Family Life". I'll now turn the meeting over to Mr. Clumpe.

(The teachers compose themselves as comfortably as conditions permit and resign themselves to the inevitable. Somebody says, "Can't we have a window open—it's awfully stuffy in this room." Young Mr. Simpson, full of innocent fun, dances to a window stick and pulls down a window.

(Mr. Clumpett announces the topic, "Domestic Implications of the Curriculum", and calls on the first speaker. Five others follow nervously. At the conclusion of the half hour presentation Mr. Clumpett says

"thank you" and goes back to his seat. There is some applause, followed immediately by a buzz of conversation and a gathering of wraps.)

The principal (tapping for order; two teachers slip out by the back door): I want to thank Mr. Clumpett and his committee for their stimulating report on this interesting and important topic. I'm sure we've all gotten a new slant on the situation. If there is no further business—*(Exeunt Omnes)*



Summer Job Ideas for High-School Youth

There are now about four million young people between the ages of sixteen and twenty-four attending school in our country. When summer rolls in, this youthful army rolls out—from schools, colleges, and universities all over the country. A large proportion of them will soon be on the hunt for work. . . . Here are pointers that may be useful to your pupils in finding summer jobs: *Don't* wait until vacation time actually comes to start looking for work—do it now, before school is out.

You may find that in order to *get* a job, you have to *make* a job! Not everyone can do it by any means, but it's surprising how many alert, enterprising young people *are* able to *create* work for themselves. That takes initiative, perhaps a little capital and, certainly, plenty of ideas. From several thousand cases, we've picked out some typical ways in which young people earned money for themselves last summer:

A young chap canvasses a suburb with his car, asking housewives if he can shop or perform some service for them in the city.

A group of students run a Recreation Club for tiny tots, take the children on trips, hikes, teach them sports, and save the mothers a lot of work.

A college group form their own orchestra, hire a hall, and run dances at a profit.

A young man solicits ads from business men, places these ads on a blotter, and distributes the blotters free of charge.

Pictures of children at play. One student takes them with a camera, does the developing and printing, then sells the pictures to the parents. This hit-miss type of work often chalks up more hits than misses.

A number of film and camera companies lend out films free of charge. The only cost is for the postage. Why not arrange some private showings and charge a small fee?

A trio of youths arrange to distribute circulars for several stores at the same time. This reduces the cost to business men, and makes money for the trio.

People will pay to have the numbers of their houses painted on the curb-stones in front of their homes.

One young man works up a modest business building dog-houses for pet lovers.

A few mechanically inclined youths are building models of ships and airplanes, renting them to stores for business displays. Charge: \$3 per week per store per plane.

A University of California halfback spends his summer taking care of the animals in the university biological laboratory.

Tombstones need cleaning. One young man realized this and made a summer job out of cleaning tombstones in churchyards. . . .

Besides these jobs, there are still other possibilities. Amusements, for instance, take on a large number of workers in the summer. Farmers often require extra help. A number of other businesses, such as the beverage industry, ice-cream making and selling, ice manufacturing and delivering—all of these and dozens of others go great guns in the summer. Although we haven't even scratched the surface of possible jobs, enough have been mentioned to give you a good idea of where the jobs are. Follow these through, branch off into various phases of them, and you may really hit on something.—*Vocational Trends.*

ACTIVITY CHECK-UP:

Annual evaluation removes kinks, deadwood

By O. LOISE LINTZ

A LIVE PROGRAM of activities helps to make a live, interesting school. But just as a course of study has to be evaluated frequently, revised and recharged with new life, so is it essential to look over the extra-curricular field in your school from time to time, chop out the dead plants and sow new seeds.

The fall of the year is an excellent time for such a clean-up, and the first item to consider in taking stock is the teacher-sponsor problem. Some sponsors are a dead weight to their activities. They are doing work that they never did believe in or care about, or else they are in a rut that they themselves have made by letting their imaginations dull and a deadly monotony creep into their program. The principal of the school, in conjunction with the director of activities, ought to make the necessary changes in sponsor personnel at the beginning of the year, on the basis of the previous year's work—with discretion, of course, and without prejudice.

Pupil opinion plays an important part in the evaluation of activities, and these opinions can best be obtained through questionnaires filled out in each homeroom immediately following a discussion of the activity program in the school. The questionnaire will run something like this:



EDITOR'S NOTE: *The author believes that even an activity program can get into a rut, become monotonous, and fail to give pupils the values for which it was organized. In her school this is avoided by an annual check-up, which she here explains. Miss Lintz is director of activities in the Millburn, New Jersey, High School.*

To what activity groups in the school do you already belong?

Would you like to drop any of these this year?

Is there any group with which you have not been affiliated which you would like to join?

Are there any conflicts in the time of meeting that keep you from joining a group to which you would like to belong?

Are there any activities on the school's list which you would suggest dropping? Why?

Are there any which you think should be added? What are your reasons for suggesting this addition?

Do you belong to any activity groups outside of the school?

How much time per week do you give to extra-curricular activities?

Do you have any suggestions for assembly programs for the coming year?

A careful study should be made of the answers on the questionnaires, and the pupil suggestions which are practical should be incorporated into the year's work.

The scheduling of night events is always an important matter in a school. The average community resents too much ticket selling to plays and musicales, too many evening practices that keep children out late. Yet in most schools funds for carrying on activities have to be raised through ticket sales, while sponsors enthusiastic about their groups are likely to be anxious to present them in an evening performance, regardless of how full the program is already.

If you are hearing parental grumbles about the children's nights out in your school, it's a good time to hold a meeting of all the sponsors of night events, with the director of activities, the principal, and the superintendent (if he is interested and has the time to attend) present. A frank, friendly discussion, with an eye on what night events and pay programs might be

cut, can lead to a much more reasonable list of night activities. Once the schedule is decided upon, it is published in the town paper. Copies of it are put on file in the principal's and the superintendent's offices, and it stands sacredly as the program of the year.

Before the school year starts, the auditorium and club rooms are scheduled at a meeting of all teachers in charge of extracurricular events. At the same meeting there is time for free discussion and criticism of the activity program, and the sponsors are given a chance to suggest changes and to ask for any help that they would like to have with their work during the coming year.

It is important to stress at this meeting that all sponsors of events involving night attendance or night practices require the pupils to bring back signed slips from home indicating that their parents understand why their children are reporting at school and that they are in accord with their being there.

In all the evaluation of activities and planning for the year's work, it is important to be sure that as many facets of interest as possible are tapped by the extracurricular program. A limited number of activities, but varied in scope and interesting to as many pupils as possible, is the aim of the sane, live extracurricular program in any school.



Recently They Said:

"Free" Films

In the use of "free" films the teacher must be most alert and aware of what he and others are trying to do. The methods of the propagandist are not obvious to the unwary. The "card stacking" device, as defined by the Institute for Propaganda Analysis, is the one most often employed in the making of free films. In them the cards are stacked against the truth. Distortions and half-truths, exaggerations and over-emphasis, and the omission of important facts are to be found in many of these films. The mature may have learned through experience to discount the claims of the ardent salesman and of prejudiced advertising. The less mature have not. Children tend to believe what they see and when propagandists use motion pictures to influence their attitudes, thoughts, and habits, they know what they are doing.—PAUL C. REED in *Educational Trends*.

Rural Negro Youth

As with other groups the status and problems of education among Negroes are determined very largely by the characteristics and needs of their community life. These, as indicated, are needs arising from segregation, economic handicap, and ruralness. When reflected in Negro schools, these conditions, notwithstanding much recent progress, still reveal the worst neglect, the most unfair discrimination, and the most inconsiderate treatment of children to be found in any group in American life. Negro children in the South receive

a per capita expenditure in average daily attendance of only \$15.41 as compared with \$49.30 for white children. Their rural teachers, even with equal training, receive an annual salary of \$975 as compared with \$800 for white rural teachers. The term for Negro rural schools is three to six months a year; for white schools it is eight months or more. Because of irregular attendance and poor teaching, retardation in Negro schools is so great that 70 per cent of all pupils enrolled are in the first four grades, whereas only 50 per cent of white children are in these grades.—MABEL CARNEY in *Teachers College Record*.

Why Limit Shorthand, Typing?

It should hardly be necessary to apologize for shorthand, but I recall that Dr. John H. Finley once said (I quote from memory), "Educators are eager for knowledge, but once show them that the knowledge is useful and they immediately shrink away. The less room allowed it in a curriculum the better." This statement was made twenty years ago. Since then, possibly owing to the depression, general course boys were allowed to elect typewriting, if they had room for it, and more space was given to these two subjects. Now, the recent announcements have been interpreted as a motive for withholding them, yet shorthand has always by its nature been of value. And as for typewriting, it has replaced penmanship.—WILLIAM P. O'RYAN in *High Points*.

THOSE *Woody* TEACHERS

A Parent replies to Alan Whyte

By GEORGE E. ULSTER

I CERTAINLY HOPE that there is a special place in *The Great Beyond* for teachers like Alan Whyte, who wrote that vinegary article "Some Parents Give Me a Pain!" in the February issue of *THE CLEARING HOUSE*.

Unfortunately, I have had the pleasure of meeting some of his tribe in my contacts with our public schools. I pray for the day when parents will not be tied down by tenure laws and we can place our feet squarely on the seat of every Alan Whyte and assist in his departure from our schools.

Perhaps you think that I am biased? I am. But I think that you will agree that my prejudices have not been formed without cause when I introduce you to some of the teachers that have been forced on my children.

Let's start with Mary's fourth-grade teacher. I don't know where the principal found her, but she was a Lulu. She succeeded in antagonizing all of her pupils on the very first day of school. I never found out just what she did, but she left her mark on their personalities. Over half of the children in her grade were retarded at the end of the year. Three children became so nervous that their parents had to ask for transfers to

another school, and she gave these parents a sharp calling-down for interfering with her work.

It was a good thing that the principal did not recommend her for another year, for I am sure that we would have "pulled some strings" in his behalf too.

Now let's go on to one of Mr. Whyte's friends—Harold's junior-high-school math teacher, whom I shall call Mr. Blair.

Harold did not like Mr. Blair and he often brought tales home that we thought were largely due to Harold's vivid imagination. But when Harold failed, I was ready to believe the worst. When I interviewed Mr. Blair about Harold's work, he brought out his record book and told me that my boy had poor marks on most of the tests, that his homework was usually wrong, and that Harold wasted his time in class.

"Why didn't you let us know about all this some time ago?" I demanded.

"I have over 130 pupils in my classes and I do not believe that you can expect me to write you a letter every time your son does not prepare his assignments," he replied as he closed his record book.

I suppose that it was partly my fault that Harold failed to do his work, but I do feel that teachers are using poor judgment if they do not take the trouble to inform parents when children are not doing acceptable work. If teachers are too busy to demand good work from pupils, why don't they say so and let parents do it for them?

What happened to Mr. Blair? Well, he resigned right after the other teachers received their contracts.

I purposely kept Mr. Clark until the end

EDITOR'S NOTE: *This article is a parent's reply to Alan Whyte's "Some Parents Give Me a Pain", in the February issue of THE CLEARING HOUSE. In the editor's note accompanying Mr. Whyte's article we explained why it was being published, and intimated that he was laying himself open to a reply from some more or less irate parent.*

—as my ace in the hole. He teaches English in our senior high school. My children have not reached his classes yet, and I hope that some one offers him another job before that time comes.

In the classroom, he spends the time in displaying his knowledge to the pupils. They hardly ever get a chance to recite, and when they do they are rewarded with sarcastic comments. It is said that no girl will recite more than once in his classes. He makes long assignments and tells his classes that he only gives one "A" each year. To motivate his pupils, he gives frequent, unannounced tests, which he corrects and sends to parents so that they may see for themselves just how stupid their children are!

I have only told you about three of our teachers. The others are not so bad. They have some good points, but frankly, I be-

lieve that most teachers in our schools are queer people. They are very prompt in blaming parents but they are rarely able to set their own house in order. When anything goes wrong at the school, or if they want increases in salaries they flock to our Parent-Teachers Association and seek our support. After they have obtained our support, they sneak back to their sinecures, laughing at our stupid generosity!

And now I'd like to give Mr. Whyte some advice. It was always my impression that our schools were established and are maintained for our children, and not as charitable institutions for teachers. If you think that our children are too dumb for your swollen intellect, it's too bad, but we just do not have other children to send to you. So, if you are not satisfied with your work, why in Heaven's name don't you get out and look for another job?



How We Solved the School Jewelry Problem

By MARION McCART

In the January 1940 issue of *THE CLEARING HOUSE* there is an article entitled "The High-School Jewelry Gyp". This article ended with the question, "What do you suggest?" The Yuba City Union High School has solved this problem, and our pupils are no longer "gypped" by ring salesmen. It came about this way:

In January 1939 the same type of well dressed, smooth, gratuity offering salesmen began to pester the principal's office for opportunities to show their wares and offer gifts to the members of the junior class. Knowing that a large number of the pupils could not afford to pay eight or nine dollars for class rings, to be worn a year or two and then discarded, the student body commissioners decided to adopt a school ring.

The salesmen were permitted to show their rings to the commissioners with the principal present. The principal was present in order to check salesmen's "tricks". The commissioners chose a design that could be used on a ring or a pin. The design

is such that the numerals can be changed each year.

The design was drawn and the drawing placed on the student bulletin board to give the student body an opportunity to observe it. The student body accepted it, and a three-year contract was signed. Rings and pins were placed on display in a downtown jewelry store. Pupils wishing to place orders must do so in this store. The school has nothing to do with deposits, measuring of rings, paying for or sale of rings, except that the commissioners passed the regulation that any sophomore, junior, or senior may purchase a ring or a pin with the school emblem on it.

About fifteen pupils purchased school rings during the 1938-39 school year. Just recently a pupil came in the office and said that she had the money to buy a ring but that the jewelry store was closed. After checking we found that the jeweler had died about a month ago. At present we do not have a junior ring problem. Even the salesmen have lost their enthusiasm.

TALENT NIGHT

By
H. G. WALTERS

Satisfies an urge at Dennis Junior High

IN OUR Annual Talent Night we offer an opportunity to those pupils who have what they consider talent, to appear in a public program or in a school assembly. In this event many of the acts are in no wise directly connected with the regular school curriculum. But the acts are some of the things boys and girls like to do. Oftentimes it is the only true way of expression they have.

The dramatic instinct is probably strongest in puberty. Consequently, the pupils of Dennis Junior High School eagerly look forward to the time when they can display their talents to the public on Talent Night.

Throughout the year pupils plan acts which they would like to present publicly. The fact that these acts are purely voluntary may account for the spontaneity noticed. The usual time for Talent Night is during the month of March. The second semester begins about the first of February, thus allowing ample time for careful preparation of acts previously planned.

During the second week of the second semester a bulletin is sent to the various homerooms by the sponsors of the event. (These sponsors are the special-curriculum and the wood-work teachers.) It states that

the time has come for pupils to hand in requests if they desire to appear in Talent Night. They are asked to state (1) their names, (2) the nature of their acts, and (3) approximate time for presentations.

This slip entitles the pupil to a "try-out" performance, usually held during the third and fourth weeks of the semester. It is not unusual to receive requests from one hundred pupils out of Dennis's population of six hundred.

The "try-outs" are held in the auditorium, the gymnasium, in classrooms, the cafeteria, the wood shop, etc.—just any place available. As we desire to present a show of about one to one and one half hours in length, it is necessary to eliminate some acts. Following the "try-out" period, we post on the bulletin board in the main corridor a list of those acts we consider worthy of further trial.

Although those pupils who fail to "make the grade" are somewhat disappointed, they are among the first to purchase tickets for the event. Sometimes we use the discarded acts for an assembly program and they prove so successful that we wonder if we have made mistakes in selecting our final program.

The week following the posting of first choices, rehearsals begin. Half are held on Monday, the other half on Tuesday. Then a final "cut" is made.

Now begins the real work of the sponsors. How to combine the acts into an enjoyable evening of entertainment is always a problem. One year we used the Major Bowes style with a pupil "Major". Another year a playlet centering around the reminiscences of an aged couple, formerly of Dennis, was used.

More often the acts lend themselves ad-

EDITOR'S NOTE: *The search for talent is going on in the Dennis Junior High School, Richmond, Indiana, as well as in Hollywood. The school's Annual Talent Night gives pupils an opportunity to show what they can do, parents and schoolmates the pleasure of observing it. And for the overflow of talent which cannot be accommodated on that night, the school has a good use later on. Mr. Walters is special curriculum teacher in the school.*

mirably to a so-called variety show, a hark-back to the old vaudeville days. Dividing the show into two sections with a good master of ceremonies seems to be the simplest, and yet a very effective, method of presentation.

Second rehearsals are held on Monday and Tuesday of the fifth week. A final, or dress rehearsal, is held on Thursday evening before the show on Friday night. A résumé of preparations shows:

1st Monday of second semester... Announcement
2nd and 3rd weeks..... "Try-outs"
Mon. and Tues. of 4th week..... First rehearsals
Mon. and Tues. of 5th week..... Second rehearsals
Thursday of 5th week..... Final rehearsals
Friday night of 5th week..... The show

Although the following list is not all-inclusive, it does show the nature of some of the acts presented by the pupils:

1. String ensemble
2. Drums
3. Playlets (two or more pupils)
4. Readings
5. Tap dancing
6. Acrobatic dancing
7. Instrumental solos
8. Vocal solos
9. Imitations
10. Duets, trios, quartets, etc.
11. Skating (roller skates on stage)
12. Gymnasium classes (tumbling, dances, exhibitions, etc.)
13. Madrigal singers
14. Woodworking demonstrations
15. Style shows

16. Cooking class in action
17. Proper etiquette
18. Book reviews

Little has been said about anything except the show itself and the urge behind the show. But if one could follow the presentation throughout its course he would notice:

1. The art class preparing posters
2. Music classes concentrating on their selected acts
3. Sections of physical-education classes practicing
4. Boys in shop classes preparing incidental sets (when needed)
5. The publicity club putting on its campaign
6. The school council supervising many details
7. Various units of English classes competing for a place
8. The Safety Patrol organizing its forces to handle the large crowd which attends
9. Many other activities, not so noticeable perhaps, but nevertheless functioning—oral debates in English classes, compositions for the school paper, round-table discussions in social studies, and the like

Yes, we have correlation, plenty of it.

Although two teachers of the staff have the active sponsorship of Talent Night it is the cooperation of all teachers which makes for its success. It is something we plan *for*, not *against*.



What Is Wrong with Industrial Arts and Home Ec.?

Industrial Arts. Introduced as practical courses related to the student's life, most industrial arts courses still retain emphasis upon making stools and tie racks and upon constructing more or less useless articles of wood and leather. While this is not an extreme case of formalizing, wouldn't it be much better to teach the pupils, as some schools do, to repair electric lamps and irons, to make electrical connections, to hang screen doors and fit screens into windows, and to operate automobiles?

Home Economics. Departments of homemaking

pride themselves on being practical. Perhaps teachers in this department have done better in this respect than most of us. Isn't it a fact, though, that recipes used in cooking almost invariably call for the most expensive ingredients, materials so costly that the average housewife would not be able to buy them? Are not girls allowed to discard spoiled concoctions without regard to wastage? Don't students learn to make new clothes rather than make over or repair old ones?—ALBERT J. HUGGETT in *Curriculum Journal*.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: FRANK A. LONN, H. O. BURGESS, JOSEPH BURTON VASCHÉ, SAMUEL WALKER, GRACE LAWRENCE, EFFA E. PRESTON, ROBERT B. NIXON, ALAN WHYTE, SARAH MILLER, and FLORENCE HARRIETTE LOGÉE.

Our freshman niece says she has half a mind to be a teacher. Well, that's all she needs. E. E. P.

Live Wire Summer Courses

Campaign Managing Credit 3 hours

The study of up-to-date methods for conducting a "Hats Off" campaign, "Ties On" campaign, "Pick Up Paper" campaign, "Vitalize with Vitamins in Our Lunch Room" campaign, or similar projects required by an active school. Open to all teachers regardless of subject taught.

Statistics Credit 3 hours

A review course in the simple problems of addition, subtraction and multiplication. Special attention will be given to the making of reports required by the office at the time a parent arrives for an interview or while a class is in session.

Bill Collecting Credit 5 hours

A course meant to equip the homeroom teacher to collect promptly 100% from the pupils for the school paper, school plays, and activity fees, in addition to money borrowed for lunches and carfare. Helpful suggestions also given for obtaining money for scholarships and band uniforms. S. M.

Practice What You Preach

Part I

Principal: "We must be more lavish with our words of commendation. More is accomplished through praise than through any other method. You can lead children but you cannot drive them." (*Do you as principal commend the members of the fac-*

ulty, either through personal comment or by means of a letter? How many times did you thank your teachers or clerk during the past year?)

Principal: "It is earnestly urged upon each faculty member to read professional books and magazines during the year." (*Are professional magazines and books purchased by the library and made available to teachers or must these books and journals be bought by teachers from their meager salaries?)*

Principal: "Teachers are reminded that they are expected to maintain a professional attitude toward improvement and that summer school attendance is desirable." (*How long, oh how long, Mr. Principal, has it been since you attended summer school, aside from a conference of one or two weeks' duration?)*

Principal: "May I suggest that a party or some other social affair to which you invite all the children in your room will do much to break the ice." (*Do you as principal invite the faculty to a general get-together meeting down town where there is an opportunity to dine out and dress up in other than school clothes?)*

H. O. B.

Lucy to Jenny

"There's nothing wrong with me, darling, that dismissal of school won't cure." F. A. L.

Teacher's-Eye-View of June

The loveliest month in the teaching calendar is June. The roses and lilies start to come out, and the parents. Steven has been failing for five marking periods but the fifth brings Mama to find out if Stevie is really going to pass. Ah, the month of June calls out the finest that is in us! An average of 55, but if we really try we can find some way of putting Stevie through.

As each gentle breeze (oh, so gentle) wafts through our door there comes another request from the office. What heights of endeavor and endurance they raise us to! Did you know you could teach a civics lesson, make out a list of lost books, count the number of children who come from the other

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

districts, and balance your register—at the same time? You can. It is the month of June!

And then the flowers! Both those wilting in vases on the window sill and those little flowers in the seats in front of you. The sweet little violet who adds her quota of garlic to the fragrance-burdened air. That flower (that you would like to pluck), that bud who wouldn't open his mouth if you sprayed him with fish oil.

The full blown rose, retarded three years, who turns her scarlet face to you only when you mention lunch. That mahogany Jack-in-the-pulpit who delivers a daily oration on why he couldn't do his homework. The daffodil, that yellow-topped, silk-shirted mama's boy who weighs about 190, but has to be excused in the middle of the morning to drink his quart of milk.

And then the festive occasions that cluster in the month of June! The two-fifty you were taxed to buy a wedding present for someone in another building whom you've seen twice during the year. The testimonial dinner you must attend where they serve you a half slice of toast covered with two tablespoons of thickened milk and a tiny chunk of chicken thrown in.

The teachers' annual luncheon where you sit on the porch and wrap table napkins around your shanks to keep the cold out. The farewell parties you must attend where you present a corsage and hope she'll bring you back a fiber bag from Bermuda. The graduation where six people are wedged in the space where one should sit, the speaker who tells you that "new doors of opportunity are about to open" and you wish you had the opportunity to open all the doors—right then.

Oh, June! Rarest of months! Would thou wert more rare!

G. L.

Box Office Report

It costs the taxpayers about \$40 (for salaries alone) each time we have an assembly in our school.

At times I wonder just what would happen if the parents had to sit through some of the assemblies that they pay for.

A. W.

Intimate Anatomy

In one of the physiology classes we have been modeling clay organs. The other day Merium asked to take home her clay, explaining that her father was getting her a wide board on which to mount her specimen. In giving her permission, I added, "I hope you'll have success with it."

"Oh, I will," she exclaimed. "The idea's a grand one. Howard's giving me his stomach to join onto my intestines."

F. H. L.

Theme Songs

Progressive teachers: "Night and Day."

Pupils: "N'ya, n'ya, n'ya! Ya can't catch me!" ("Little Red Fox")

Summer Ed. Profs.: "Dreams for Sale".

Education: "Flight of the Bumble Bee".

Administrators: "The goblins 'll git ya, if ya don't watch out." R. B. N.

The Bounder

The progressive teacher who dared invade the sanctity of an old academic high-school English department has found his colleagues these many years vexed to the point that they hesitate to speak with or to him.

But his kids learn English for the first time in their lives because they enjoy it, and experience it as a related, vital part of their everyday living.

Such rotters should learn that it's not cricket to undermine carefully developed standards of dullness!

J. B. V.

Help Wanted—Female

TEACHER or LADY with some college or normal training for permanent position; responsible work. Address Box 255.—Want ad in Downtown Shopping News, Chicago, March 14, 1940.

Quit stalling—which do you want?

S. W.

Jack and Jill, Non-Academics

Did you ever stop to think what a controversy the Jack and Jill incident would have aroused if the unfortunate two had been students in one of our public schools?

The Health Department would have said: "We're not surprised. Jill was vitamin shy and Jack was careless with his calories. They just couldn't take it." The Mathematics Department would have declared—"What else could you expect from those two. Jill thought a rhomboid was a South American dance and Jack had an idea that quadratics was a winter sport. Their heads had one dimension—thickness."

The English Department would have made a statement something like this: "It had to happen, sooner or later. They probably tripped over a dangling participle or caught their heels in a split infinitive." But the parents would have thought, "It's all the teacher's fault. Why can't she run her own errands?"

All of which proves that one man's genius is another man's moron, or we can't all think alike.

E. E. P.

WARTIME SCHOOL:

By
LOUISE LEE

The evacuated children of Paris get their lessons by correspondence and by radio

YES, it's true. Here in France, education, at least some of it, is wireless; that is to say, it is by radio. The other day I went up to see Monsieur Vial, the director of education by radio, to have him explain the system to me.

I found him reading some of the many letters—fan mail—which come to his large office. Situated in the *Musée Pédagogique*, which rises in the middle of the austere Rue d'Ulm, the street famous for the *École Normale Supérieure* and the various scientific institutes near it, including the Marie Curie radium institute, Monsieur Vial's office is the center of radio education in France.

I asked the director how wireless education happened to be created, how it functions, what the results are, and what the results are expected to be. He told me.

EDITOR'S NOTE: When the public-school pupils of Paris were evacuated to the open country, some were accommodated in the outlying schools and some were not. The latter are followed into their new homes by the Bureau of Education by Correspondence and by Radio. And now the Bureau is giving an opportunity for further education to pupils whose formal schooling had been completed. Monsieur Vial, director, believes that the Bureau's work may become nationwide, and may some day provide new educational horizons for France. Miss Lee was graduated from the University of Colorado in June 1939, and went to France to teach English in the provinces. When the war came she stayed in Paris as a newspaper correspondent. Her address is care of the American Express Company, Paris, France.

"It is not a new idea," he said, "for it has been tried with success in Australia, New Zealand, Canada, and your own United States. But it has never before been attempted in France. I have had the idea for a long time, and when the war brought the pressing need for some means of education for the children evacuated to the provinces, the Minister of Education and I put the idea into practice.

"You see," he continued, "the war has scattered through all of France about 50,000 children and young people who were studying in the primary, secondary, and technical schools of Paris. Although most of these have entered schools in the provinces and many have returned to Paris, there is still a large number who are far away from all the ordinary means of education. Especially in the rural districts, there was a problem of what the children, who should be studying in *lycees* or beginning their working experience, could do.

"But very rapidly, the Minister of National Education succeeded in creating an organization which permits these students to continue their studies, no matter where they are. The organization is the *Bureau d'Enseignement par Correspondance et par Radio* (the Office of Education by Correspondence and Radio). But I like to call it '*le Bureau d'Enseignement par la Poste et le Poste de T.S.F.*' (which means, literally, by mail and by telegraph without wire—or wireless)."

And he went on to tell me about the bureau:

"The system of education by correspondence and radio is similar to your own correspondence-school system. A weekly program, including all the exercises of a

normal class, is sent by mail to the students, who complete and return the exercises by the end of the week. The corrections are made by a group of professors to whom the students are committed for the duration of their studies. Each professor has under his care thirty students, the number in a normal class. The grades are posted on the bulletin board and sent to the families each trimester. The candidates for the *Baccalaureat* have their grades put in their *livrets d'étudiant*, or student's book, as they would in an ordinary school, and the examining jury takes note of the grades as if they were ordinary school grades.

"There are, however, several differences between the correspondence education in France and that in the United States. The first difference is that the system includes education for children of all ages, from kindergarten on through university work. In the United States most of the correspondence work is primarily for graduates of high schools and for university students. But here elementary geography, elementary arithmetic, history, foreign languages, technical courses, in fact everything is taught by correspondence.

"The second difference is that in the United States most of the correspondence school work is carried on by private organizations or by universities and colleges. In France, since education is all part of the national government, the Bureau of Education by Correspondence and Radio is also part of the national government.

"And the third difference is that here the radio is being used regularly to supplement the mails. Once a week the teachers give lectures over the radio. They point out how such and such a lesson should be approached. They give lectures which enlarge upon the reading the student does at home. They even give dictation for foreign languages, and conjugate verbs. The radio program is all too much like a class. But in this way some of the intimacy between the student and teacher is retained."

As to the effect upon the students themselves, Monsieur Vial points out, "One of the results that we have already obtained has been to make it apparent that the student, deprived of the intimacy with his teacher, has been obliged to rely more intensively upon himself and to exact a more serious effort from himself. Another result has been that the families interest themselves much more in the work of the child. In fact, in normal times, the parents, absorbed by their own occupations, do not even know what the children are doing. In these new conditions, many parents, freed by the war from their work, have more leisure to devote to the activities of their children. The mothers, especially, have become very much interested in the work of the little *lycéens* without *lycées*."

"Another result we hope to obtain is the education of the *post-scolaires* or post-graduates. And this is where the radio is most important."

To understand what the term post-graduate means, one must be acquainted with the educational organization in France. Here the children begin, as do the children in the United States, in a kindergarten or *maternelle*. From there they go on to primary and secondary schools, all supported by the State. But when they finish secondary school, at the age of fourteen or fifteen, many of them do not go into *lycées*, which correspond roughly to our high schools, because, although the *lycées* are supported by the State, they are not free to everyone as are our high schools. Usually only the children of parents with a fairly good income can afford to go to them. The rest of the children begin work, either as apprentices in trades or as laborers in factories or as help on farms. These students who do not go on to the *lycées* are known as *post-scolaires*.

Although the work of the correspondence organization was created primarily to fill the need during the war for education of children evacuated to the provinces, the

part which Monsieur Vial expects to be permanent is the radio education of the *post-scolaires*.

"For the *post-scolaires*," he explained, "we give a different kind of instruction from that which we give to the regular students. It consists of a series of *causeries* or conversations on the radio. We tell about current events. Our last series of conversations was on the geography, history, and culture of Finland. We tell about art and music. We tell about France, its people, its civilization, its history.

"But we do not neglect the more practical side of education, for we ask people in the provinces to write to us about their problems, and we are now starting a series of talks on the regions of France. This series will touch matters pertaining to all of the provinces—the South, the North, the East, the West. It will tell about the people in the provinces, about the countryside, about the industries. People in France, you know, are poor. They do not travel as do the people in the United States. In addition we shall give lectures on agricultural subjects and industrial subjects. In fact, we are trying to make our program so varied and so

interesting to all of the young people in France that every young person who has a desire for knowledge will listen to it.

"In other words, the education of young people by radio is the object of the *post-scolaires* programs, much as it is the object of many of your own radio programs in the United States."

The difference between the systems in the two countries is that here the radio program is a government function, it is openly educational, and it is directed mainly towards young people. In the United States most of the programs are put on the air by private corporations, are intended primarily for entertainment, and are directed, for the most part, towards adults.

Here in France, then, education of young people by wireless is officially on the books. How long it will take to become nationwide, how it will succeed, no one knows. Monsieur Vial, however, is optimistic about the possibilities.

"The young people of France are the future of France. The education of the young people is the future of France. Therefore, I say that the future of France lies in *la poste et le poste de T.S.F.*"



Billy Never Kicked Another Little Girl

By R. ELIZABETH REYNOLDS

All school teachers are not cut out to be reformers. I found shortly after I began my career that if I were to depend on reforming youngsters for my success in the profession, I was doomed to failure almost at the outset.

I was teaching in the lower grades at the time. One day during recess when one of my most brilliant eight year olds was on the school grounds, he kicked a little girl.

After the youngsters had returned to the classroom and settled down, I took Billy into the office where we had a heart to heart talk. In a melodramatic fashion I appealed to his sense of honor. I repeatedly told him what a terrible thing he had done when he had kicked a little girl, no matter how angry she had made him. Billy was penitent.

Perhaps I can be accused of adding insult to

injury, for I continued, using my master stroke that had never failed. I reached for the telephone and asked, "What if I should call your mother? How do you suppose she would feel to know that her son had kicked a little girl?"

Billy's tears flowed like water over a spillway at the height of the rainy season.

Billy promised me if I would not call his mother he would never kick another little girl. By that time I was as eager to end the interview as he, so I sent him back to the room with the suggestion that he remember his promise.

In all fairness to Billy I must say he did keep his promise. When he walked into the room and the most attractive girl there laughed at the sight of his tear-strained face he did not kick her—he slapped her!

Many Teachers Don't Know How to APPLY FOR JOBS

By
AXEL C. JENSEN

AT THE BOTTOM of the lowest drawer in my desk I found the penciled pages that I had written some two years ago when I aspired to write an article on teacher applications.

It was Nora Collins' article, "The Superintendent in His Lair", in the October issue of *THE CLEARING HOUSE* that caused me to dig up these pages. The top one was already brown with age. Had it not been for Miss Collins, and an administrator's realization that there was still another side of the story to be told, this article might never have come to light.

Rather than whitewash the administrator and hold the teacher candidate up for ridicule, I choose to base this article on two premises: (1) That many teacher candidates do not know how to apply, and (2) that the university training schools have not fulfilled their obligations to the prospective teacher.



EDITOR'S NOTE: Mr. Jensen is principal of the Corning, California, Union High School. After reading "The Superintendent in His Lair," by Nora Collins, in the October *CLEARING HOUSE*, he felt that an administrator, also, should be heard on the subject of teacher applicants for jobs. He especially points out that teachers write poor letters of application. As far as we know, this is true. Probably many readers who are administrators have in their files letters of application that really impressed them, and landed jobs for the writers. We would like to receive copies of such letters. And perhaps some reader feels competent to write an article on the art of preparing letters of application.

At last Miss X has completed the requirements for the all-important credential and she is very determined to get located early. Consequently she sits down, after securing the names of as many principals as possible from the current directory, and promiscuously writes letters telling of her sterling qualities and subject specialties. True, she doesn't know specifically of any vacancies—she admits that in the letter—but she hopes there will be one and she anxiously awaits a reply.

In fact some times she is very persistent about receiving a reply, but almost always she neglects to enclose a stamped envelope. Her letter, like most such letters, is destined to that common end, the waste basket.

Then there is Miss Y, who follows very much the same procedure as Miss X except that she doesn't believe it to be very important whether she sends the letter to the administrator or to some member of the Board of Trustees. There may have been a day in the dim past when such procedure would have been effective, but fortunately today most boards desire the administrator to receive such correspondence. Unfortunately for Miss Y her letters go the same way as those of Miss X, perhaps with a little more vengeance.

Last but not least there is Miss Z, who has managed to borrow another \$75 or \$100 and either in her own or the family car sallies forth to make a "house to house" campaign. She believes the placement bureaus are holding out on her. She likewise doesn't know definitely of any openings but is optimistic, believing that if she calls on enough schools she surely must find some vacancies.

She hopes to sell herself through any of

many means. Perhaps she has such a charming personality that she will be irresistible to administrators. Perhaps she is so well groomed and dressed that they will desire to have her in their schools. Perhaps she even believes in emotional appeal and has a sob story to tell about the many dependents that she must support, or the number of miles she traveled to make the interview possible, or many equally ineffectual appeals.

Since I would not in any way be a party to promoting a fight between the sexes, let me say that Misses X, Y and Z might as well be Tom, Dick and Harry. The men are equally guilty. If anything, the men are more frequently guilty than the women of committing the offense of Miss Y. This may be particularly true because trustees are often men and perhaps some friend of the applicant has a friend who knows Mr. Trustee and hence it seems logical to write the letter of application to that trustee.

Let us assume that a bona fide vacancy actually comes into existence. How the news travels! Letters begin pouring in, all asking for a reply. Now is really the time to put forth the effort, but once again so many seem not to know when and how to spend money for postage. All too few enclose that stamped envelope, little realizing it is so much easier to become interested in a letter if it is easy to answer.

What of the letters? Many of the writers are careless about spelling, punctuation, and simple fundamentals. The letter is addressed to the "principle" and they tell about their subject matter "feilds", how "me" papers are being sent by some bureau, and make countless other equally inexcusable errors.

It isn't a case of not being able to spell properly these simple words, but it must be a case of failing to proofread the letter after it is written. Perhaps to some people these things are unimportant, but in this instance the prospective teacher definitely

should look upon her letter as a "sales talk" by proxy. It must be the best she is capable of exhibiting because upon it rests her possibility of even being entered in the contest for a job.

After all is said and done these people deserve sympathy, for it is important that they get jobs. Most of them have spent not only all the money they possess, but in many cases all that they could borrow. Gross as their mistakes may be, one is prone to say, "Forgive them for they know not what they do."

It is at this point that the university training school comes in for its share of criticism. These people who have spent four and five years in college preparing to teach have been cheated; they have been led to believe they were prepared, but their training is not complete. If, as most educators agree, it is important that we spend time and effort in the secondary schools on personality development, then would it be amiss to suggest that some time and effort be spent in aiding the teacher who is later to help develop personalities to develop her own? Unless she forcefully and intelligently presents her personality to school administrators, either through letters or in person, how can she ever hope to be in a position where she can help mould younger personalities?

Even if she should be fortunate enough to clear the first hurdle, the administrator, and obtain a position, she would still be at a marked disadvantage. Surely no one is willing to accept the policy that it is wise for the "blind to lead the blind". Never before has it been more important for teachers to have well rounded personalities, and never before have the high schools placed as much emphasis upon pupil personality.

Would it be too bold, then, to suggest that the teacher-training school improve at least this one phase of its teacher preparation program?

SCHOOL NEWS DIGEST

Edited by THE STAFF

Health service of New York City vocational high schools, with WPA personnel, made 28,196 complete examinations of pupils during the school year of 1938-39, found 70,860 impairments. Under treatment 24,028 impairments were corrected, 32,065 were improved or under further treatment, reports Charles Degen in *High Points*, organ of the city's high-school teachers. List of the 70,860 impairments by type is of interest:

Dental	22,206
Vision	9,250
Nutrition	8,148
Skin	6,735
Orthopedic	6,312
Throat	5,681
Nasal	2,840
Nervous	1,817
Hearing	1,715
Glandular	1,703
Cardiac	1,662
Chest	1,201
Posture	1,093
Hernia	176
Speech	149
Venereal	93
Genitalia	79

Youth cannot find jobs, and industry has been calling men over 40 unfit for employment. This narrow's man's productive time to "a hectic period as brief as the life of the bee" and creates a new major cause of mental illness, according to Dr. C. Charles Burlingame, chief psychiatrist of the Hartford Retreat, Hartford, Conn., reported in the *New York Post*, April 30. Dr. Burlingame is professor of psychiatry at Yale and Columbia Universities, and is former executive officer of the New York Medical Center. Nowadays, he states, man is dependent and classified as a "youth" until he is 30. From 30 to 40 he has a hectic productive period during which he may toil, support non-workers, and try to save. At 40 the industrial system sends him to idleness.

The ideas expressed by Dr. Harold S. Tuttle in "Has the Junior High School

Kept Its Promise?" in *THE CLEARING HOUSE*, January 1940, led to his appointment as coordinator of a junior-high-school study for the Department of Secondary Education of the N.E.A. The influence of junior-high-school organization and curriculum on attitudes of pupils toward further education and civic duty, and on emotional adjustment, will be the subject of the investigation.

Current trend in high-school science clubs is organization as chapters of the Junior Academies of Science, with associate membership in city or state Academies of Science, which are for grown-ups. Some advantages of the Junior Academy are that members of Senior Academies would be more easily available for talks, and for personal help to students interested in their specialties. Junior members are provided with an incentive to plan and complete a piece of work. Thirteen states now sponsor Junior Academies of Science, and the movement is being considered in other states.

Little or no relationship exists between known items of fact about a boy (or girl) at age 14 and his work career from ages 18 to 25. Vocational success in later life cannot be predicted on the basis of early abstract intelligence or mechanical adroitness. These statements are based upon a 19-year study of 2500 pupils who in 1921 were in the 8th grade of New York City schools, and who are now in their early thirties. The Teachers College Institute for Educational Research has conducted the study, the foregoing findings of which were reported in the April 28 *New York Times*. Dr. Irving Lorge, director of the Institute, announces that this continuous program of checking up on the 2500 subjects has entailed an expense of about \$250,000, donated by the Commonwealth Fund and the Carnegie Foundation.

(Continued on page 576)

➤ EDITORIAL ➤

Victims of the Job

I CHERISH the example of a superintendent of my acquaintance whose idea of economy was to tear out the wall between two woodworking shops and put the two groups under one instructor. When the instructor pointed out the danger of such a move, because one man could not supervise so many boys working on power machinery, the superintendent's rejoinder was "Oh, so you won't cooperate, eh?"

The superintendent went through with his plans and within thirty days the accident came. When the instructor stated that under the circumstances he could assume no responsibility for the accident, the superintendent's classic comeback was "Oh, so you're not loyal!"

That is the cardinal sin, disloyalty. When the boss pulls that one, look out. No one knows for sure what it means, but it sounds bad, and you might as well kiss your job goodbye unless the law gives you legal tenure, or you have developed some sort of extra-legal tenure system of your own.

This is not a diatribe against administrators. An incident similar to the one I have described happens every day in business. Rather I am making an appeal to superintendents and principals to refuse to let their jobs make dictators out of them.

Long experience with high-school pupils has given me a lot of respect for them—they're hard to fool, aren't they? As soon as you start teaching democracy they will be alert to its application. The little pragmatists! Even if they do not demand more of a voice in school affairs, and the faculty can usually be counted on to take care of that, they will be aware of the hypocrisy which exists. They usually see the sham where sham exists in the play democracy of our classroom procedures and in our so-called student government systems. That,

of course, is the real reason why these student government plans so often break down. The students are not interested because they know it is all a play.

Moreover, I believe the pupils sense more readily than we realize the position of the teacher in the school. An hour a day, five days a week, nine months of the year, and the pupil knows more about you than how long you have worn that dress, or that you have a penchant for red ties. He senses the restrictions under which you work. He knows pretty well whether the school is being run as a democracy or as a totalitarian state—whether democracy is being practiced, or just taught.

Especially the pupils are aware of the taboos which are in force. Whether it is race, religion, sex, or local politics, how they prick up their ears when you approach dangerous ground! If you are forced to shy away, to be circumspect, to tread softly on these vital subjects, they know it is because you are afraid. They know why you're afraid, and they know they have been robbed. Whether you know it or not, your teaching has been de-vitalized.

To end on a cheerful note—if the opposite condition prevails and some measure of democracy exists in the relations between the teacher and the administration, and the teachers are allowed freedom to teach the things that need to be taught to keep democracy alive in America, the pupils will know it. They will early get the feel of living in the invigorating air of a democracy rather than in the stifling atmosphere of totalitarianism.

Yes, we must increase the number of practicing democrats in our homes, in our churches, and in our schools, by becoming practicing democrats ourselves.

R. W. MARSHALL

➤ SCHOOL LAW REVIEW ➤

Tenure is a Legal Status

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

Dismissal of a teacher in violation of statute: A teacher was voted the right to tenure by a bare majority of the board of education. Two months later new members of the board of education were elected. The new board of education, without notice to the teacher, by resolution declared her contract void, so the teacher brought an action to compel the board to reinstate her in her regular tenure position.

The court held that if the tenure contract were void, no notice of dismissal would be necessary and the Teachers' Tenure Act would not protect her, since no rights can be conferred by a void instrument; but where a teacher's contract is not terminated by the operation of law, and the right to tenure removed in the manner provided by statute, a teacher must be reinstated.

A board of education cannot arbitrarily destroy the protection afforded by the Tenure Act. *Langan v. School District of City of Pittston, Pa., 6A. (20) 772, June 19, 1939.*

Tenure not a contract right: Under the Tenure Law of California, the tenure of a school teacher is a statutory right and not a contractual right. The tenure provisions of the school law do not become a part of a teacher's contract of employment. They are more in the nature of restrictions upon the power of school districts to dismiss a teacher after he has been employed under specified conditions for a certain length of time. Hence a statute which provides that at a certain age, say 65, the rights to tenure shall terminate, is constitutional since it does not impair the obligations of a contract. *Taylor v. Board of Education of San Diego, Cal., 89 P. (20) 148, March 28, 1939.*

Right of teacher to a proper position: A teacher who has obtained the tenure status has a legal right to teach in the field of education, and to teach the subject matter for which she is duly licensed. A board of education cannot assign such a teacher to perform duties for which she is not qualified and dismiss her thereafter for incompetency. In a case where a teacher duly licensed for certain subject matter was assigned to act as librarian without a librarian's certificate, the court held that her inability to perform the duties assigned to her was not a valid cause for the termination of her tenure

contract. *Appeal of Womer, Pa., 5A (20) 638, April 21, 1939.*

Dismissal of teacher and effective date of tenure act: A teacher taught in a school district from 1933 to February 6, 1937, when she became ill. Her contract called for a two months' notice in case of dismissal. On February 27, 1937 she was notified that her services would no longer be required after the end of the present school term on May 13, 1937.

A new Tenure Act became effective on April 6, 1937, giving all teachers then in employment who had also been employed for three years prior to April 6 tenure of office. The court held that inasmuch as the notice of dismissal of the plaintiff did not take effect until May 13, 1937, subsequent to the date when the tenure act became effective, the teacher had obtained tenure rights under the statute and was entitled to a contract for 1937-38. *Shaffer v. Johnson et al. Pa., 5A (2d) 157, March 22, 1939.*

Continuous probationary service required for tenure: A tenure statute provided that a teacher who had had continuous employment for three years prior to the time that the act became effective must be considered a permanent teacher. A teacher who had not taught during the school year just prior to the effective date of the tenure act, but who had taught more than three years in the school system, was not entitled to tenure, since she was not teaching at the time the act became effective. *State Ex Rel Kennington v. Red River Parish School Board, La., 185 So. 490, Nov. 4, 1938.*

A supply teacher cannot acquire tenure: A teacher who taught as a supply teacher from November 1937 to June 1938, claimed that she was entitled to a contract under tenure, when the Pennsylvania statute giving tenure rights to regular teachers then in service became effective, in 1938. The minutes of the board of education, however, disclosed that she had been hired as a temporary supply teacher to fill the vacancy of a regular teacher who had resigned in November.

The court held that the teacher was not a regular teacher within the meaning of the statute and had not acquired the right of tenure of office provided for regular appointed teachers. *Commonwealth ex rel Hetrick v. School District of City of Sunbury et al. Pa., 6A. (20) 278, May 15, 1939.*

BOOK REVIEWS

PHILIP W. L. COX and ORLIE M. CLEM, *Review Editors*

Evaluation of Secondary Schools, 1939, \$3.50; *How to Evaluate a Secondary School*, 1940, 90 cents; *Evaluative Criteria*, 1940, 60 cents; *Educational Temperatures*, 1940, 50 cents. Washington, D.C.: Cooperative Study of Secondary School Standards.

For many years, educators have recognized that the standards of regional accrediting associations have been mechanical rather than vital. These standards have measured material facilities rather than the educational process, the letter rather than the spirit. The net result has been a tendency toward rigidity and inflexibility rather than the stimulation of initiative.

Six years ago, the six regional accrediting associations resolved to seek new standards in an effort to remedy the above defects. A huge, comprehensive project was launched, known as the *Cooperative Study of Secondary School Standards*.

Six years, \$200,000, and the use of refined research techniques are elements in the history of the study. The materials of the study were first care-

fully tested in 200 secondary schools of all sizes and types in all parts of the country. Following this experimentation, the materials were analyzed, revised, and published in the 1938 edition. The developed materials were later tried out in 90 additional schools. The entire study is now complete with the publication of the 1940 edition. The four volumes here reviewed, with some supplementary published materials, represent the concrete outcomes of the Cooperative Study.

Evaluation of Secondary Schools is the general report of the comprehensive study. It presents the plan and history of the study, the measuring instruments developed, and the statistical methods employed. The general report is designed to answer the question "why?" of the entire study.

How to Evaluate a Secondary School is a manual of practical directions for using the techniques developed by the Cooperative Study for the appraisal of a secondary school.

Evaluative Criteria consists of numerous checklists for the evaluation of a secondary-school program. The nine areas included are: curriculum and

A systematic program of instruction in the use of the dictionary is a sane approach to the remedial reading problem.

For the elementary grades

ADVENTURES IN DICTIONARY LAND

BOOKS I, II, III

based on Webster's A Dictionary
for Boys and Girls
each 20¢ list price

For the high school

GILMARTIN'S QUIZ ON WORDS

based on Webster's Students
Dictionary for Upper School Levels
20¢ list price

AMERICAN BOOK COMPANY

88 Lexington Avenue

New York, N.Y.

In writing advertisers please mention CLEARING HOUSE

courses of study, pupil activity program, library service, guidance service, instruction, outcomes of the educational program, school staff, school administration, school plant.

Educational Thermometers consists of a series of blank thermometer scales arranged to show graphically the relative standing of a secondary school in the nine areas just listed.

The endeavor to evaluate a secondary school qualitatively, that is, in terms of its own standards, is most salutary. The quest for quality in standards is a worthy one. That standards should be more valid, more flexible, and more stimulating, no one could deny. The comprehensiveness and concreteness of the evaluating techniques should appeal to the practical school administrator, while the contents of the four volumes provide a wealth of material to professors of secondary education and college classes in education.

The evaluating program has already been officially adopted by the Middle States Association and used extensively by the Southern Association. The evaluating techniques may be used by an accrediting association, or by the individual school to evaluate itself or to locate specific weaknesses in its educational program.

But certain "ominous questionings" come to the attention of this reviewer. Is the thermometer technique less mechanical than the former methods

of evaluation? Does the Cooperative Study technique represent a recrudescence and a super-refinement of the now decadent piece-meal, mechanistic conception of the school and of learning?

Can 150 nurses with thermometers measure learning as a whole in terms of the organismic concept? Is the technique too unwieldy, too cumbersome? Are there too many volumes? Should the pertinent materials for the practical worker be combined in one volume?

The present reviewer is not awed by the complexity and intricacy of the statistical procedures employed in developing the evaluating instruments. It is his deliberate judgment that the checklists would be practically as valuable if the chairman of the Committee had within a week made the checklists subjectively. The reviewer knows that in statistical circles, this statement is heresy. But he has long since lost faith that a statistic can tell us what are the important values of education or how to obtain them.

The methods of the Cooperative Study appear in bold contrast to those of the Eight-year Study of the Progressive Education Association. In the reviewer's judgment, it is the mechanistic approach versus the organismic, respectively. Professor Dewey has recently warned that we should be slow in accepting any of the "either-or dualisms".

O. M. C.

How to live and work when school days are over

YOUR PERSONAL ECONOMICS

Smith

Brings to high school pupils a clear picture of those economic problems they will face as workers and wage earners: income budgeting, proper use of credit, buying insurance, investing, etc., etc. This book has the same carefully planned treatment to be found in Smith's *Economics*. \$1.96

Write for further information to

McGRAW-HILL BOOK CO., Inc., 330 W. 42nd St., N.Y.C.

In writing advertisers please mention CLEARING HOUSE

Science in Our Modern World (Three Volumes), by RALPH K. WATKINS and WINIFRED PERRY. New York: Macmillan Company, 1940. *Understanding Science*, Book I, 420 pages, \$1.28; *Science for Daily Use*, Book II, 484 pages, \$1.48; *Science for Human Control*, Book III, 574 pages, \$1.68.

Book I is intended for use in junior high schools and has a number of excellent features. The photographs and diagrams are exceptionally clear, simple, and varied. The material of this book covers a wide range of interests and provides a basis of orientation for the pupil. Most of the basic facts and principles of science are well illustrated. There is a definite correlation between science and social science in this and the other volumes, and also an increasing emphasis on the value of science in daily living. The book is well planned and includes a large number of simple experiments covering a variety of problems. Another valuable feature is the legibility of the book and the clarity of expression. It gives the child an opportunity to develop the scientific attitude and the habit of solving problems by using the scientific method. Each unit is approached by a question and answer method and a preview of thought-provoking problems.

The content of the first volume includes a rather thorough survey of the contributions of each

of the major sciences. As an example, biology is approached through the study of the soil and plant and animal life; physics through the study of machines, electricity, heat, light and gravitation; and chemistry through the study of the common gases and minerals; hygiene through the study of the functions of the body.

The bibliography at the end of each unit is very appropriate, simple, and direct.

Book II has the same fundamental approach as Book I, and it is intended to follow it during the next year. The features of this volume are: Biology—the distribution of life on the earth and man's dependence on other living things; geology—the study of rocks, minerals, water, and the earth's crust; chemistry—in the composition of the earth; physics—in weather, and astronomy; health and food. There is also a unit on the contributions of famous scientists.

Book III is a continuation of Book II and is an enlargement on the topics in that volume. There is more of a social-science correlation and, as its title suggests, the book illustrates the uses and controls of the forces named by man.

All three are excellent textbooks for a practical and progressive method of teaching children. The approach is by the problem-solving method, which is always good pedagogical procedure.

HENRY F. ALDEFER

ARRIVING AIR EXPRESS IN PORTLAND, MAINE, TODAY... PORTLAND, OREGON, TOMORROW



* Booklets \$1.80 per dozen.



* Priced at \$1.12 . . . \$2.00 . . . \$2.25.

These brain stimulators bring you results in elementary, secondary or collegiate fields.

* Order your BOOKS direct. Dept. CH 5, Appleton Century Co., 35 West 32d Street, New York, N.Y.; booklets direct from Council.

* Send today for your free list of complete reading suggestions and all Council publications to Dept. CH 5.

**NATIONAL COUNCIL of
TEACHERS of ENGLISH**
211 WEST 68TH ST., CHICAGO, ILL.

In writing advertisers please mention CLEARING HOUSE

Children From Seed to Saplings, by MARTHA MAY REYNOLDS. New York: McGraw-Hill Book Company, 1939. 337 pages, \$2.50, Illustrated.

In education the present epoch is given over in a significant measure to putting back together things that have been too thoroughly taken apart: For a generation the trend was toward specialization, and the person who knew about two-year-olds did not know much about six-year-olds and was largely oblivious to those who were twelve. This overspecialization was not wrong; it was a necessary stage in the scientific study of child behavior. But the integration of our specialized knowledge into a description of the whole process of development from birth through adolescence provides a field of study of much greater interest.

The author, formerly professor of child study at Vassar, has consistently emphasized in this book the necessity of studying children by observation. The book indicates what to look for and how to interpret what one sees. The text is scholarly but is not overburdened with the trappings of scholarship and should be, for both beginning students and those somewhat advanced, a readable and informative source book.

The availability of books that treat development through this whole span—"from seed to saplings"—is a challenge to all of us who have been directing

the training of teachers (both pre-service and in-service training) as though East were East and West were West and nowhere in their professional study could kindergarten teachers and teachers of the higher grades share either common knowledge or common purposes bearing on the education of children.

JOHN CARR DUFF

Thicker than Water: Stories of Family Life, edited by W. ROBERT WUNSCH and EDNA ALBERS. New York: D. Appleton-Century Company, 1939. 359 pages, \$1.20.

The Commission on Human Relations of the Progressive Education Association offers here a book of selections that, it is hoped, may assist teachers, pupils, study groups, parents, and clubs to share vicariously through literature the emotions and aspirations characteristic of family membership. It is the hope of the authors that readers may gain thereby heightened sensitivity to the needs and problems of family life which may be relatively remote from many of them in temperament, in space, or in social environment. The selections and the authors vary from Katherine Mansfield's *Mr. Reginald Peacock's Day* to James T. Farrell's *The Oratory Contest*. A generous bibliography of short stories that deal with family life and a "library" of selected stories and plays are appended.

P. W. L. C.

Cues for You

Guidance on Manners, Appearance, and Personality Growth

By

MILDRED GRAVES RYAN

Author of "Your Clothes and Personality"

THIS lively textbook is more than a book of manners. High-school students will find in it not only the answers to questions of etiquette, but direction in achieving a sound mental, physical, and spiritual life. In her easy, entertaining style, Mrs. Ryan discusses charm, grooming, courtesy, behavior at home, in school, and in public, the value of wide interests, poise, and personality. Every teacher who has to do with instruction in the social arts will find *Cues for You* an ideal text. Many photographs and clever drawings add to its interest. Octavo, 300 pages. Student's Edition, \$1.50.

35 West 32nd St.
New York

D. APPLETON-CENTURY
COMPANY

2126 Prairie Ave.
Chicago

In writing advertisers please mention CLEARING HOUSE

Your Personal Economics, by AUGUSTUS H. SMITH. New York: McGraw-Hill Book Company, 1940. xiii + 651 pages, \$1.96.

Mr. Smith has published the materials for his course in "personal economics", and it makes a very usable consumer-education text. Thirty-three chapters are organized into nine units: Managing Your Income, The Use and Abuse of Credit, Adventures in Buying, How to Use Banks, How Insurance Protects You, Making Money Work for You, Using the Stock Exchange, Real Estate and Home Ownership, and Choosing Your Life Work. Discussion questions, topics for special reports and problems make the material interesting. J. C. A.

Administering the Teaching Personnel, by DENNIS H. COOKE. Chicago: Benj. H. Sanborn and Co., 1939. 334 pages.

Many of the most acute administrative questions are those that involve human relationships. The book here reviewed deals with one of the most persistent and critical aspects of the administrator's work. Following the opening chapter, "Considering Teachers as Human Beings", the author discusses in order the selection and placement of teachers, legal aspects of personnel administration, absences and substitute teachers, the evaluation of teachers and their services, teacher loads, class sizes,

teaching combinations, salary schedules, and improvement in service. The point of view and recommendations accord with sound conventional practice. The problems for study are realistic and challenging. As a handbook for students of administrative practices, the book should prove valuable.

P. W. L. C.

Democracy's Challenge to Education, edited by BEULAH AMIDON. New York: Farrar & Rinehart, 1940. 263 pages, \$1.50, Illustrated.

Paul Kellogg, editor of *Survey Graphic*, explains in the preface to this book that it is in the main a reincarnation of a special number of that magazine, the October 1939 issue, of which 42,000 copies were sold in less than a month. *Survey Graphic* is so well known and so widely read among alert schoolmen that very few of them could have missed the special issue or could have failed to sense the importance of it:

"Every searching epoch in American history has been served by adventures in communication. Broad-sides, pamphlets, papers, tracts for the times have supplemented the basic work of the press. Today, with radio and screen added to our tools of intelligence, both the magazine and the book have disclosed new prowess in enabling minds to meet in

**Announcing the Thlrđ Volume In
THE SCIENCE IN MODERN LIVING SERIES
THE CONTROL OF ORGANISMS**

by Frederick L. Fitzpatrick

Professor of Natural Sciences
Teachers College, Columbia University

This volume tells the story of man's efforts to dominate and control undesirable organic factors of his environment and calls for an awakened consciousness of the problems of overcoming these natural enemies and competitors. Its purpose is to arm the citizen with facts regarding production and control in order that the acts of individuals and the decisions of groups may be guided by comprehension, not ignorance.

336 pp. Illus. Cloth \$2.75 postpaid

BUREAU OF PUBLICATIONS
Teachers College, Columbia University, New York

In writing advertisers please mention CLEARING HOUSE

2 Birds[☆] with one Stone[☆]

☆ Bird No. 1—Greater advance in pure mathematics skills

Bird No. 2—Social-economic information and citizenship

★ The Stone:

Boyce-Beatty MATHEMATICS of EVERYDAY LIFE Series

7th or 8th Grade

FINANCE UNIT—Mathematics in terms of family life, 74¢

HEALTH UNIT—Mathematics in terms of health today, 84¢

8th or 9th Grade

LEISURE UNIT—Mathematics in terms of leisure activities, 84¢

GEOMETRY UNIT—The practical applications of geometry, 96¢

All 4 Semesters

DRILL UNIT—Fundamental drill exercises and diagnostic tests, 85¢

Motivated Mathematics is Easier for Pupils to Learn

The three social-economic mathematics Units of this series present their mathematics exercises in terms of important social and economic problems. These problems are developed around the focus points of the pupil's self-interest. This sound, basic motivation of mathematics work is responsible for the fact that pupils actually like their Boyce-Beatty classes. And the fact that teachers using this series have obtained unusually satisfactory results. The Geometry Unit offers pupils a profitable and enjoyable introduction to formal geometry by interesting them in the practical applications of the theories. The Drill Unit is the most scientific drill book yet published, and the most economical for a school to use. The Boyce-Beatty series is superior for all junior-high-school classes—and strikingly superior for classes of non-academic or backward pupils on the senior-high-school level.

30-DAY APPROVAL—Net price of 5 Units, \$3.38

INOR PUBLISHING CO.

207 Fourth Avenue
New York

TEXTBOOKS FOR THE MODERNIZED CURRICULUM

In writing advertisers please mention CLEARING HOUSE

a great crisis. The special numbers brought out by Survey Associates are an invention of this sort—output of a cooperative society, country-wide in membership, which operates on the borderland of research and journalism in fields of social concern."

The publishers have given the book an attractive form and a price that should make it available everywhere. Beulah Amidon, educational editor of *Survey Graphic*, presents in one volume stirring articles by Eduard C. Lindeman, John Chamberlain, Eunice Fuller Barnard, Myron M. Stearns, Everett B. Sackett, John R. Tunis, Scott Buchanan, Max McConn, Alvin Johnson, and many others. The articles present a cross-section of the best thought concerning the ways in which our educational practices are being modified to conform more closely to our evolving and expanding concept of democracy.

JOHN CARR DUFF

Movie Workers, edited by ALICE V. KELIHER. New York: Harper & Brothers, 1939. 56 pages, 80 cents, Illustrated.

Dr. Keliher and her associates of Picture Fact Associates have been inspired to develop a series of books for students of upper-elementary and high-school grades that borrows from several sources

the most effective techniques now in use for presenting information painlessly. Pictorial Statistics, Inc., has supplied for each book several examples of the pictorial representations of statistical data, than which there is no more palatable way of serving data. Recognizing the decorative quality of the black and white symbols used in these representations, the editor has employed them as the motif for the end-papers, with excellent results.

Uniform with *Movie Workers*, four other books have been published: *Air Workers*, *News Workers*, *Nurses at Work*, and *Textile Workers*. In each book photographs and pictorial graphs occupy more space than the printed text and tell more of the story. The limited number of pages and the treatment afforded each subject make it, of necessity, a thumbnail sketch rather than a comprehensive discussion of the field, a pre-view rather than a Gone-With-the-Wind presentation. It is inevitable that these books will be used as a part of the vocational guidance and vocational information program in some schools. But the spirit in which they are executed indicates that they were designed for general use, for browsing, for fun, rather than for any formalized, specialized instruction about vocations.

JOHN CARR DUFF

May we suggest

- | | |
|---|--------|
| Tenth Yearbook (1939) <i>In-Service Growth of Social Studies Teachers</i>
Burr W. Phillips, Editor | \$2.00 |
| Bulletin No. 6 (revised edition; ready in May) <i>Selected Test Items in American History</i>
by H. R. Anderson, E. F. Lindquist, and H. D. Berg | .75 |
| Bulletin No. 13 (1939) <i>Selected Items in American Government</i>
by H. R. Anderson and E. F. Lindquist | .50 |

Send for a complete list of the Yearbooks and Bulletins of the National Council for the Social Studies. A discount of 50 per cent is allowed on five or more copies of any yearbook or bulletin for the use of classes or study groups.

And a free offer

A sample copy of the monthly magazine *Social Education*, devoted exclusively to the interests of social-studies teachers, will be sent upon request.

Address W. F. Murra, Secretary

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
1201-16th Street N.W., Washington, D.C.

In writing advertisers please mention CLEARING HOUSE

The PEABODY JOURNAL OF EDUCATION has been issued bimonthly—January, March, May, July, September, November—by the Faculty of George Peabody College for Teachers since 1922. It is the official organ of the Peabody Institute of Professional Relations, sponsored jointly by the National Education Association, the Tennessee Education Association, and Peabody College; and of the Reading Laboratory Institute, held each summer on the Peabody campus. It features Professor H. A. Webb's annual review of current publications in the field of science appropriate for use in the secondary schools. The Bimonthly Booknotes, a budgeted selection of professional and cultural books for a teacher's library, appear in each number.

The JOURNAL attempts to present representative views of and findings in the general field of Education.

Subscription Price \$2.00 the year

**Address: PEABODY JOURNAL OF
EDUCATION**

**George Peabody College for Teachers
Nashville, Tennessee**

In writing advertisers please mention CLEARING HOUSE

INDEX TO VOLUME 14

Page numbers indicate the month of issue as follows: September, 1-64; October, 65-128; November, 129-192; December, 193-256; January, 257-320; February, 321-384; March, 385-448; April, 449-512; May, 513-576.

- Activities, Haldane's Study Day Helps Extracurricular. By William J. Hageny, 166
 Activity Check-Up. By O. Loise Lintz, 546
 Administration, The Teachers' Place in. By William L. Manze, 3
 Andrus, Milton H. The High-School Jewelry Gyp, 284
 Anonymous. Funny, the Misfit, 210
 Art, Motivation Overcomes Disinterest in Junior-High. By Ethel Erkkila, 424
 Assembly Programs, What Pupils Prefer in. By Russell C. Hartman, 47
 Attitudes? How Can the Schools Develop Emotionalized. By Frederick E. Wesson, 346
 Auditorium Social Arts: Laboratory in Citizenship. By W. Howard Bateson, 393
 Barnes, C. C. Detroit's Widening-Area Social-Studies Program, 94
 Batchelder, Howard T. Report Cards: Social Appraisal, Constructive Diagnosis, 520
 Bateson, W. Howard. Auditorium Social Arts: Laboratory in Citizenship, 393
 Becker, Ernest J. The All-American Faculty Meeting, 543
 Becker, Harry A. Methods and Pitfalls in Consumer Education, 75
 Becker, William J. Ithaca's Central Library for Visual Education, 497
 Binet (low I.Q.) Pupils, Cleveland Junior High Courses for. By Leon Mones, 451
 Book Reviews. Edited by Philip W. L. Cox and Orlie M. Clem, 57, 119, 180, 244, 308, 374, 436, 504, 562
 Bowman, Addie Gleo. English Classes Help in Orientation, 174
 Boyce, George A. Community Needs and the U. S. Indian Schools, 397
 Brown, Eleanor F. The Apple in American Education, 86
 Brown, Frances. The English Class Tackles World Problems, 19
 Bunting, John R. Counseling the 142 College Prospects, 476
 Bush, Merrill E. The Eighth Grade Plans a Model Community, 90
 Busse, Alvin C. So You're Going to Start to Work on Public Relations! 196
 Butterfield, Ernest W. Progressive Education is Dying? Hail: Saltatory Education, 202
 ———. What Hope for Foreign Language? 515
 Camp Jimmy. By G. E. Wallace, 363
 Capitalism: Well Paid Teachers, Insurance for. By James O. Hall, 429
 Cathell, Dorothy. Play Reading to Arouse Thought, 168
 Chambers, M. M. Federal Aid to Education—Its Present Status, 141
 Champine, Marjorie R. What the NYA Did for Nine Pupils, 288
 Child-Care Course for Senior Girls. By Alice R. Wallin, 479
 Citizenship, A Faculty Cooperates on Cases of Poor. By Warren G. Moody, 205
 Citizenship, Auditorium Social Arts: Laboratory in. By W. Howard Bateson, 393
 Civics, Neglected Areas in. By Arvin N. Donner, 42
 Clark, Charles Blake. Teachers with Fresh Viewpoints, 6
 Cohen, A. R. We Want Football in the Junior High School, 410
 College Prospects, Counseling the 142. By John R. Bunting, 476
 Collins, Nora. The Superintendent in His Lair, 105
 Committees Do the Work, No Librarian: Junior-High-Pupil. By Edna A. Pyle, 353
 Committees Run My Classroom, Pupil. By Lyle C. Martin, 292
 Community Needs and the U. S. Indian Schools. By George A. Boyce, 397
 Community, The Eighth Grade Plans a Model. By Merrill E. Bush, 90
 Community, The English Class "Writes a Book" on the. By James Irwin Wallace, 413
 Confucius Say. By James E. Perdue, 536
 Conservation—a 7th-Grade Florida Unit. By Eugene Kitching, 31
 Consumer Courses, Shore High School Introduces 2. By Robert E. Finch, 80
 Consumer Education, Methods and Pitfalls in. By Harry A. Becker, 75
 Consumer Education, Seven Questions on. By L. Robert Frembling, 228
 Consumers, Our Pupils Are Already Active. By Reed Fulton, 427
 Co-op: A Thriving Business, School. By Josephine Kremer, 231
 Correspondence Courses: The "Gyp Course Racket". By Joseph Burton Vasché, 39
 Correspondence and Radio, Wartime School: Paris Gives Lessons by. By Louise Lee, 554
 Counseling the 142 College Prospects. By John R. Bunting, 476
 Counseling Technique in the Small High School. By Dan O. Root, 540
 Cox, Philip W. L. and Clem, Orlie M. Book Reviews, 57, 119, 180, 244, 308, 374, 436, 504, 562
 Cox, Philip W. L. Editorials, Reason and Realism, 369; Good Will is Not Enough, 432
 Craf, John R. and Moffatt, M. P. Guidance Toward Employment, 469
 Cromer, Meredith. Pupils Will Dance! 173
 Curriculum Building in Long Beach, Practical. By C. H. Woodruff, 11
 Curriculum, Guidance in Providence's Integrated. By Howard D. Wood, 336
 Curriculum, 10 Basic Considerations for the. By Irving R. Melbo and Wayman J. Williams, 161
 Cussler, Margaret T. Emotional Maturity for Teachers, 15
 Dance!, Pupils Will. By Meredith Cromer, 173
 David, Aranka I. Collinwood's Student-Controlled Study Halls, 525
 Deisenroth, Jairus J. The Monkey Retires, 9

*A basic, essential series for every
high-school library (and also a No. 1
acquisition for administrators' desk.)*

INOR GROUP GUIDANCE SERIES

By Richard D. Allen

Asst. Supt. of Schools in Charge of Guidance, Providence, R.I.

Expert Consultant on Guidance, U. S. Office of Education

Former President of the National Vocational Guidance Assn.

In high schools where classroom teachers are taking a larger and larger part in the total guidance program, *every member of the faculty*, as well as the administrator and guidance director, can improve his guidance work by a study of the INOR GROUP GUIDANCE SERIES. Give your teachers an opportunity to get a better grounding in guidance by placing one or more sets of these books in the school library. The INOR GROUP GUIDANCE SERIES contains the experience and the work of many guidance experts. It not only gives teachers a thorough understanding of guidance organization and methods, but gives them in addition the materials of instruction for a modern group guidance program. Each of the books is valuable for constant reference by administrators and guidance directors. Order this Series on 30-day approval today—or write for folder.

Common Problems in Group Guidance \$1.95

Case-Conference Problems in Group Guidance 1.55

Self-Measurement Projects in Group Guidance 2.25

Organization and Supervision of Guidance 3.65

Net price of the 4-volume set, \$7.52

30-day approval

INOR PUBLISHING CO. 207 FOURTH AVENUE
NEW YORK

Textbooks for the Modernized Curriculum

In writing advertisers please mention CLEARING HOUSE

- Democracy, A Non-Academic Class Analyzes. By Florence M. Hinchman, 297
- Democracy, Hothouse. By Joseph Lederman, 495
- Diefendorf, J. W. Population Trends—and Grade-Groupings in High Schools, 198
- Discipline: A Faculty Cooperates on Cases of Poor Citizenship. By Warren G. Moody, 205
- Perry Junior High School Improves Behavior. By Elmer R. Smith, 144
- Discipline in the Modern School, Managing Children. By Malcolm Keck, 83
- Discussion, The 18 Major Purposes of Classroom. By Ray H. Simpson, 25
- Donner, Arvin N. Neglected Areas of Civics, 42
- Doolittle, Jay A. War in the Classroom, 387
- Duff, John Carr. Editorials, The "Dead End" Grade, 177; The Unessentialists, 241; Reconquest of the Jungle, 370
- Eby, Kermit. Intellectual Honesty—An Asset to Good Teaching, 148
- Editorials. By Philip W. L. Cox, 369, 432; by John Carr Duff, 177, 241, 370; by Ransom Eng, 304; by Edward J. Lesser, 305; by Helen M. Lewis, 501; by Forrest E. Long, 53; by R. W. Marshall, 560; by H. H. Ryan, 54, 116, 240, 433; by Rolland H. Upton, 116
- Education, The Apple in American. By Eleanor F. Brown, 86
- Elliott, Lloyd H. Why Saltatory? Progressive Is Our Best Bet, 425
- Eng, Ransom. Editorial, War in the Curriculum, 304
- Engle, T. L. Psychology—for Michigan City Seniors, 49
- English Class Tackles World Problems, The. By Frances Brown, 19
- English Class "Writes a Book" on the Community, The. By James Irwin Wallace, 413
- English Classes, Every Monday: Language-Arts Entertainment in. By Charles I. Glicksberg, 530
- English Classes Help in Orientation. By Addie Gleo Bowman, 174
- English Course, The Good Life: Shaker Heights' 11th-Grade. By Grace Graham and Louise McCracken, 218
- Entertainment in English Classes, Every Monday: Language-Arts. By Charles I. Glicksberg, 530
- Erkkila, Ethel. Motivation Overcomes Disinterest in Junior-High Art, 424
- Exchange of Boys' and Girls' Classes. By the Journalism Class, 405
- Extracurricular Project, Creative Writing: An. By Helen Vosatka, 487
- Faculty Cooperates on Cases of Poor Citizenship, A. By Warren G. Moody, 205
- Faculty Meeting, The All-American. By Ernest J. Becker, 543
- Fallacy of Ace High School, The. By Dorothea Carr Miller, 113
- Farquhar, J. Noble and Stevens, Paul C. "Jobs Is Fun!" at Wheat Ridge High School, 27
- Federal Aid to Education—Its Present Status. By M. M. Chambers, 141
- Finch, Robert E. Shore High School Introduces 2 Consumer Courses, 80
- Finchley, The Case of Edward. By Emma L. Patterson, 131
- Football in the Junior High School, We Want. By A. R. Cohen, 410
- Frembling, L. Robert. Seven Questions on Consumer Education, 228
- Freshman Course: Guidance for Newcomers. By Rollin H. Simonds, 36
- Fulton, Reed. Our Pupils Are Already Active Consumers, 427
- Funny, the Misfit. By a Superintendent, 210
- Gary, Frank I. 175 Pupils Tell Why They Do or Do Not Study, 280
- Given, J. N. Pupils Judged Their High School, 458
- Glicksberg, Charles I. Every Monday: Language-Arts Entertainment in English Classes, 530
- Goodwin, Marion. The Three "P's": Paint, Paste, and Putter, 402
- Grade, The Value of a Response. By Norman L. Wittkop, 74
- Grade-Groupings in High Schools, Population Trends—and. By J. W. Diefendorf, 198
- Graduates a Class, Utopia High School. By Roger L. Totten, 273
- Graduation, "Play-Day" De-emphasizes Junior-High. By Violet Schaefer, 340
- Grafflin, Douglas G. Apprentices in Politics at Friends High School, 195
- Graham, Grace and McCracken, Louise. The Good Life: Shaker Heights' 11th-Grade English Course, 218
- Grodman, Edna V. American Youth Follows the Hostel Trail, 259
- Guidance: The Case of Edward Finchley. By Emma L. Patterson, 131
- Each Teacher in Lafayette Junior High Is a Vocational Specialist. By Harry H. Richman, 208
- Funny, the Misfit. By a Superintendent, 210
- Mike Venner and the Principal. By Eugene Youngert, 406
- Guidance Toward Employment. By John R. Craf and M. P. Moffatt, 469
- Guidance for Newcomers, Freshman Course. By Rollin H. Simonds, 36
- Guidance in Providence's Integrated Curriculum. By Howard D. Wood, 336
- (Guidance through Social Studies), What, No Home-room! By Howard B. Johnson, 534
- Guidance—But Less Vocational Guidance!, More. By W. C. McGinnis, 323
- Hageny, William J. Haldane's Study Day Helps Extracurricular Activities, 166
- Hall, Carrol C. and Sharpe, Philip B. A Future-Ama of High-School Science, 390
- Hall, James O. Insurance for Capitalism: Well Paid Teachers, 429
- Harper, Maude B. "Yes—But You Get 3 Months' Vacation!" 45
- Hartman, Russell C. What Pupils Prefer in Assembly Programs, 47
- Heath, Alfred W. Let Youth Study the Recent Youth Studies, 332
- Heironomus, N. C. Is This the Earliest Known Junior High School? 518
- Henley, Robert C. and Willis, Charles W. Real Interviews for High-School Seniors, 464
- Hinchman, Florence M. A Non-Academic Class Analyzes Democracy, 297
- Hodgdon, Daniel R. School Law Review, 55, 117, 178, 242, 306, 372, 435, 502, 561
- Home Mechanics at Indian Lake Central School. By Milton S. Pope, 237

- Homeroom!, (Guidance through Social Studies), What, No. By Harry B. Johnson, 534
- Homework, The Grapes of. By Florence Harriette Logée, 485
- Hostel Trail, American Youth Follows the. By Edna V. Grodman, 259
- Hygiene, Teacher-Rating Scale on Mental. By C. F. McCormick, 349
- Ideas in Brief, 34, 88, 152, 216, 278, 342, 400, 474, 538
- Indall, F. J. Concerning High-School Jewelry, 484
- Indian Schools, Community Needs and the U.S. By George A. Boyce, 397
- Integration and the School Theatre. By Albert Johnson, 356
- Intellectual Honesty—An Asset to Good Teaching. By Kermit Eby, 148
- Interviews for High-School Seniors, Real. By Charles W. Willis and Robert C. Henley, 464
- Jensen, Axel C. Many Teachers Don't Know How to Apply for Jobs, 557
- Jewelry, Concerning High-School. By F. J. Indall, 484
- Jewelry Gyp, The High-School. By Milton H. Andrus, 284
- "Jobs Is Fun!" at Wheat Ridge High School. By Paul C. Stevens and J. Noble Farquhar, 27
- Jobs, Many Teachers Don't Know How to Apply for. By Axel C. Jensen, 557
- Job Placement: Counselor's Suggestions on Landing the Job. By Joseph Burton Vasché, 467
- Guidance toward Employment. By John R. Craf and M. P. Moffatt, 469
- Placement Workers' High-School Unit on Job-Getting. By Evelyn Murray, 471
- Real Interviews for High-School Seniors. By Charles W. Willis and Robert C. Henley, 464
- Johnson, Albert. Integration and the School Theatre, 356
- Johnson, Harry B. What, No Homeroom! (Guidance through Social Studies), 534
- Junior High School?, Is This the Earliest Known. By N. C. Heironomus, 518
- Junior High School Kept Its Promise?, Has the. By Harold S. Tuttle, 263
- Keck, Malcolm. Managing Children—Discipline in the Modern School, 83
- Kindig, W. J. Visiting Teacher, 361
- Kitching, Eugene. Conservation—a 7th-Grade Florida Unit, 31
- Kremer, Josephine. School Co-op: A Thriving Business, 231
- Language?, What Hope for Foreign. By Ernest W. Butterfield, 515
- Language-Arts Entertainment in English Classes, Every Monday. By Charles I. Glicksberg, 530
- Laughter in the Classroom!, Let There Be. By Leon Ormond, 461
- Lederman, Joseph. Hothouse Democracy, 495
- Lee, Louise. Wartime School: Paris Gives Lessons by Correspondence and Radio, 554
- Lendmeyouears! By Naomi John White, 328
- Lesser, Edward J. Editorial, Theories versus Practice, 305
- Lewis, Helen M. Editorial, What Is This Thing Called Love? 501
- Librarian Chats with the Student Body, The. By Maud Minster, 270
- Librarian: Junior-High-Pupil Committees Do the Work, No. By Edna A. Pyle, 353
- Library, Efficiency in the Altoona High-School. By Maud Minster, 154
- Library for Visual Education, Ithaca's Central. By William J. Becker, 497
- Life: Shaker Heights' 11th-Grade English Course, The Good. By Grace Graham and Louise McCracken, 218
- Lintz, O. Loise. Activity Check-Up, 546
- Logée, Florence Harriette. The Grapes of Homework, 485
- Long, Forrest E. Editorial, Confidentially Speaking, 53
- (Low I.Q.) Pupils, Cleveland Junior High Courses for Binet. By Leon Mones, 451
- McCormick, C. F. Teacher-Rating Scale on Mental Hygiene, 349
- McCracken, Louise and Graham, Grace. The Good Life: Shaker Heights' 11th-Grade English Course, 218
- McGinnis, W. C. More Guidance—But Less Vocational Guidance! 323
- McMullan, Lois. The Newspaper Goes to School, 103
- Maehling, J. J. Noon-Hour Program: Games at Woodrow Wilson Junior High, 493
- Manze, William L. The Teachers' Place in Administration, 3
- Marshall, R. W. Editorial, Victims of the Job, 560
- Martin, Lyle C. Pupil Committees Run My Classroom, 292
- Martínez, Ruth P. The Sad Story of the Scrabbled Scrapbooks, 301
- Maturity for Teachers, Emotional. By Margaret T. Cussler, 15
- Meetings by Teachers, Teachers'. By The Faculty, 483
- Melbo, Irving R. and Williams, Wayman J. 10 Basic Considerations for the Curriculum, 161
- Melhuish, J. H. Blakely High School's Movie Camera, 344
- Mighell, Marjorie Holmes. Let's Investigate Our Rural Schools, 107
- Miller, Clyde R. Propaganda and the European War, 67
- Miller, Dorothea Carr. The Fallacy of Ace High School, 113
- Minster, Maud. Efficiency in the Altoona High-School Library, 154
- — —. The Librarian Chats with the Student Body, 270
- Moffatt, M. P. and Craf, John R. Guidance toward Employment, 469
- Mones, Leon. Cleveland Junior High Courses for Binet (low I.Q.) Pupils, 451
- Monkey Retires, The. By Jairus J. Deisenroth, 9
- Moody, Warren G. A Faculty Cooperates on Cases of Poor Citizenship, 205
- Movie Camera, Blakeley High School's. By J. H. Melhuish, 344
- Murray, Evelyn. Placement Workers' High-School Unit on Job-Getting, 471
- Music Clinic Festival Wins Iowa Schools from Contests. By Robert White, Jr., 233
- Music Club: An Adventure in Honest Appreciation. By R. E. Sliker, 417
- Neal, Elisa Ann. Our Turn to Speak! 267

- Newspaper Goes to School, The. By Lois McMullan, 103
- Nixon, Robert B. "The Receiving End", 224
- Non-Academic Class Analyzes Democracy, A. By Florence M. Hinchman, 297
- Noon-Hour Programs: Variety at Faribault School, by Lawrence C. Thompson, 492; Games at Woodrow Wilson Junior High, by J. J. Maehling, 493
- Noon-Hour Recreation Plan, A Student Council's. By Kenneth L. Pederson, 100
- NYA Did for Nine Pupils, What the. By Marjorie R. Champine, 288
- Open House Replaced PTA Meetings, Why Our. By Frank B. Toalson, 326
- Orientation, English Classes Help in. By Addie Gleo Bowman, 174
- Ormond, Leon. Let There Be Laughter in the Classroom! 461
- Our Turn to Speak! By Elisa Ann Neal, 267
- Parents Give Me a Pain!, Some of the. By Alan Whyte, 351
- Patterson, Emma L. The Case of Edward Finchley, 131
- Pederson, Kenneth L. A Student Council's Noon-Hour Recreation Plan, 100
- Perdue, James E. Confucius Say, 536
- Play Reading to Arouse Thought. By Dorothy Cathell, 168
- Politics at Friends High School, Apprentices in. By Douglas G. Grafflin, 195
- Pope, Milton S. Home Mechanics at Indian Lake Central School, 237
- Population Trends—and Grade-Groupings in High Schools. By J. W. Diefendorf, 198
- Principal, Mike Venner and the. By Eugene Youngert, 406
- Progressive Education Is Dying? Hail: Saltatory Education. By Ernest W. Butterfield, 202
- Progressive Is Our Best Bet, Why Saltatory? By Lloyd H. Elliott, 425
- Propaganda and the European War. By Clyde R. Miller, 67
- Psychology—for Michigan City Seniors. By T. L. Engle, 49
- PTA Meetings, Why Our Open House Replaced. By Frank B. Toalson, 326
- Public Relations!, So You're Going to Start to Work on. By Alvin C. Busse, 136
- Public Schools Week at Long Beach. By C. H. Woodruff, 213
- Pupil Committees Do the Work, No Librarian: Junior-High-. By Edna A. Pyle, 353
- Pupil Committees Run My Classroom. By Lyle C. Martin, 292
- Pupils Are Already Active Consumers, Our. By Reed Fulton, 427
- Pupils Judged Their High School. By J. N. Given, 458
- Pupils Prefer in Assembly Programs, What. By Russell C. Hartman, 47
- Pupils Tell Why They Do or Do Not Study, 175. By Frank I. Gary, 280
- Pupils, What the NYA Did for Nine. By Marjorie R. Champine, 288
- Putter, The Three "P's": Paint, Paste, and. By Marion Goodwin, 402
- Pyle, Edna A. No Librarian: Junior-High-Pupil Committees Do the Work, 353
- Radio: Before the "Mike" in Providence Schools. By Ralph G. Taylor, 109
- Radio, Wartime School: Paris Gives Lessons by Correspondence and. By Louise Lee, 554
- Rating Scale on Mental Hygiene, Teacher-. By C. F. McCormick, 349
- Reading to Arouse Thought, Play. By Dorothy Cathell, 168
- Reading Test Serves the Purpose, One. By Arthur E. Traxler, 419
- Receiving End, The. By Robert B. Nixon, 224
- Recreation Plan, A Student Council's Noon-Hour. By Kenneth L. Pederson, 100
- Red Tapel, Blue Pencil the. By Naomi John White, 159
- Report Cards: Social Appraisal, Constructive Diagnosis. By Howard T. Batchelder, 520
- Richman, Harry H. Each Teacher in Lafayette Junior High Is a Vocational Specialist, 208
- Root, Dan O. Counseling Technique in the Small High School, 540
- Rural Schools, Let's Investigate Our. By Marjorie Holmes Mighell, 107
- Ryan, H. H. Editorials, The Seeing Eye, 54; School Music, 116; Democracy in Shaker Heights, 240; Football—Problem Child, 433
- Saltatory Education, Progressive Education Is Dying? Hail. By Ernest W. Butterfield, 202
- Saltatory?, Progressive Is Our Best Bet, Why. By Lloyd H. Elliott, 425
- Schaefer, Violet. "Play Day" De-emphasizes Junior-High Graduation, 340
- School Law Review. Edited by Daniel R. Hodgdon, 55, 117, 178, 242, 306, 372, 435, 502, 561
- School News Digest, 52, 115, 176, 239, 303, 368, 431, 500, 559
- Science, A Future-Ama of High-School. By Carrol C. Hall and Philip B. Sharpe, 390
- Scrapbooks, The Sad Story of the Scrabbled. By Ruth P. Martinez, 301
- Sharpe, Philip B. and Hall, Carrol C. A Future-Ama of High-School Science, 390
- Simonds, Rollin H. Freshman Course: Guidance for Newcomers, 36
- Simpson, Ray H. The 18 Major Purposes of Classroom Discussion, 25
- Sliker, R. E. Music Club: An Adventure in Honest Appreciation, 417
- Sloan, Paul W. The Plague of Special Weeks and Days, 527
- Smith, Elmer R. Perry Junior High School Improves Behavior, 144
- Social Arts: Laboratory in Citizenship, Auditorium. By W. Howard Bateson, 393
- Social-Studies Program, Detroit's Widening-Area. By C. C. Barnes, 94
- Social Studies, What, No Homeroom!, Guidance through. By Harry B. Johnson, 534
- Solem, Lyl R. Tailor Comes to School, 294
- Special Weeks and Days, The Plague of. By Paul W. Sloan, 527
- Stevens, Paul C. and Farquhar, J. Noble. "Jobs Is Fun!" at Wheat Ridge High School, 27
- Student-Controlled Study Halls, Collinwood's. By Aranka I. David, 525
- Student Council's Noon-Hour Recreation Plan, A. By Kenneth L. Pederson, 100
- Study Day Helps Extracurricular Activities, Haldane's. By William J. Hagerty, 166
- Study Halls, Collinwood's Student-Controlled. By Aranka I. David, 525
- Study, 175 Pupils Tell Why They Do or Do Not. By Frank I. Gary, 280

- Superintendent in His Lair, The. By Nora Collins, 105
- Tailor Comes to School. By Lyl R. Solem, 294
- Talent Night at Dennis Junior High. By H. G. Walters, 550
- Taylor, Ralph G. Before the "Mike" in Providence Schools, 109
- Teacher Gets Taught—by a New Group Each Year. By Mildred Uhlman, 366
- Teacher-Rating Scale on Mental Hygiene. By C. F. McCormick, 349
- Teacher, Visiting. By W. J. Kindig, 361
- Teachers Don't Know How to Apply for Jobs, Many. By Axel C. Jensen, 557
- Teachers, Emotional Maturity for. By Margaret T. Cussler, 15
- Teachers with Fresh Viewpoints. By Charles Blake Clark, 6
- Teachers, Insurance for Capitalism: Well Paid. By James O. Hall, 429
- Teachers' Meetings by Teachers. By The Faculty, 483
- Teachers' Place in Administration, The. By William L. Manze, 3
- Teachers, Those Woozy. By George E. Ulster, 548
- Teaching, Intellectual Honesty—An Asset to Good. By Kermit Eby, 148
- Test Serves the Purpose, One Reading. By Arthur E. Traxler, 419
- Theatre, Integration and the School. By Albert Johnson, 356
- Thompson, Lawrence C. Noon-Hour Program: Variety at Faribault School, 492
- Three "P's": Paint, Paste, and Putter, The. By Marion Goodwin, 402
- Toalson, Frank B. Why Our Open House Replaced PTA Meetings, 326
- Totten, Roger L. Utopia High School Graduates a Class, 273
- Traxler, Arthur E. One Reading Test Serves the Purpose, 419
- Tuttle, Harold S. Has the Junior High School Kept Its Promise? 263
- Uhlman, Mildred. Teacher Gets Taught—by a New Group Each Year, 366
- Ulster, George E. Those Woozy Teachers, 548
- Unit, Conservation—a 7th-Grade Florida. By Eugene Kitching, 31
- Upton, Rolland H. Editorial, A Test, 116
- Utopia High School Graduates a Class. By Roger L. Totten, 273
- Vacation!, Yes—But You Get 3 Months'. By Maud B. Harper, 45
- Vasché, Joseph Burton. Counselor's Suggestions on Landing the Job, 467
- — —. The "Gyp Course Racket", 39
- Venner and the Principal, Mike. By Eugene Youngert, 406
- Visiting Teacher. By W. J. Kindig, 361
- Visual Education, Ithaca's Central Library for. By William J. Becker, 497
- Vocational Guidancel, More Guidance—But Less. By W. C. McGinnis, 323
- Vocational Specialist, Each Teacher in Lafayette Junior High Is a. By Harry H. Richman, 208
- Vosatka, Helen. Creative Writing: An Extracurricular Project, 487
- Wallace, G. E. Camp Jimmy, 363
- Wallace, James Irwin. The English Class "Writes a Book" on the Community, 413
- Wallin, Alice R. Child-Care Course for Senior Girls, 479
- Walters, H. G. Talent Night at Dennis Junior High, 550
- War in the Classroom. By Jay A. Doolittle, 387
- War, Propaganda and the European. By Clyde R. Miller, 67
- Wartime School: Paris Gives Lessons by Correspondence and Radio. By Louise Lee, 554
- Wesson, Frederick E. How Can the Schools Develop Emotionalized Attitudes? 346
- Whirl, The Educational, 40, 98, 164, 226, 286, 354, 422, 490, 552
- White, Naomi John. Blue Pencil the Red Tape! 159
- — —. Lendmeyouears! 328
- White, Jr., Robert. Music Clinic Festival Wins Iowa Schools from Contests, 233
- Whyte, Alan. Some of the Parents Give Me a Pain! 351
- Williams, Wayman J. and Melbo, Irving R. 10 Basic Considerations for the Curriculum, 161
- Willis, Charles W. and Henley, Robert C. Real Interviews for High-School Seniors, 464
- Wittkop, Norman L. The Value of a Response Grade, 74
- Wood, Howard D. Guidance in Providence's Integrated Curriculum, 336
- Woodruff, C. H. Practical Curriculum Building in Long Beach, 11
- — —. Public Schools Week at Long Beach, 213
- World Problems, The English Class Tackles. By Frances Brown, 19
- Writing: An Extracurricular Project, Creative. By Helen Vosatka, 487
- Youngert, Eugene. Mike Venner and the Principal, 406
- Youth Follows the Hostel Trail, American. By Edna V. Grodman, 259
- Youth Study the Recent Youth Studies, Let. By Alfred W. Heath, 332

Science Education

The only professional all-science magazine for all teachers of science.

Science Education
College Station
Stillwater, Okla.

Enclosed find \$2.50 for one year's subscription to Science Education.

Name

School

Address

SCHOOL NEWS DIGEST

(Continued from page 559)

It will be continued as long as funds are available. Claim is that its findings may do much to change the thinking of vocational counselors and school leaders. Present conclusion of Institute: Vocational guidance cannot positively predict the vocational success of any individual in any occupation. That does not mean that the vocational counselor has no place in education. He might still be able to guide individuals away from occupations where the probability of their vocational placement is very close to zero on basis of known requirements of intelligence, skill, drive, interest, and attitudes.

Two Ohio high-school social-studies teachers have entered politics of the state this spring as candidates, announces *Ohio Schools*. Theodore Gray, who teaches American business and government in the

Piqua High School, is running for State senator. James McElhaney, social-studies teacher in the Portsmouth High School, is standing for representative of his county in the State legislature. A CLEARING HOUSE subscriber who teaches in an Eastern high school recently wrote to the editors about a hot and bitterly contested political campaign in which he managed one of the candidates. Do these items indicate a trend?

Superheated water, at 82 to 92 degrees, is prepared in the swimming pool of the Straubenmuller Textile High School, New York City, for special swimming classes of crippled children. This provides a miniature Warm Springs in which not only the exercise but the temperature is beneficial to the young cripples. Among best swimmers in the country rank some legless persons—an indication of the reason why many children who cannot walk without crutches can swim proficiently after a few lessons.

WE COVER THE EARTH

**School Science
and
Mathematics**

is read by subscribers in every state of the Union, all provinces of Canada, and thirty-three foreign countries.

It is owned by teachers, managed by teachers, and edited by teachers.

It comes to your desk every school month.

Helpful Reprints and Supplements

Mock Trial of B versus A. A play for the Mathematics Club	\$.40
100 Topics in Mathematics—for Programs or Recreation .....	.25
Teaching Mathematics: New Materials and Equipment .....	.15
Fractional, Zero, and Negative Exponents—A teaching unit .....	.20
Point-Collage—A mathematical farce .....	.20
How Water Serves Man—A general science unit .....	.20
Ion Visits the Realm of Air—A play .....	.25
The King of Plants—A play for science clubs .....	.25
Won by a Nose—A chemistry play .....	.25
Physics Laboratory Work in a Single Period: Method .....	.15
An English Christmas Tree—A Conservation play .....	.25
The Triumph of Science. A play for auditorium program .....	.25
Safety First. A Unit in Eighth Grade General Science. ....	.20
The History of Arithmetic; Illustrated, 1933 B.C. to 1933 A.D.	1.00

Back numbers 40c, or more if rare. For any volume from 1903 to 1939 write for quotation. Price \$2.50 a Year. Foreign Countries \$3.00.

No numbers published for July, August and September.

SCHOOL SCIENCE and MATHEMATICS

Published by

CENTRAL ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS INCORPORATED
3310 N. 14th St., Milwaukee, Wisconsin.

In writing advertisers please mention CLEARING HOUSE

The CLEARING HOUSE

JUN 3 1940

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.



May

Vol. 14

What Hope for
FOREIGN LANGUAGE?

By ERNEST W. BUTTERFIELD



REPORT CARDS:

Compromise Model Based on Survey

By HOWARD T. BATCHELDER



CONFUCIUS SAY

By JAMES E. PERDUE



The Plague of Special Weeks and Days

By PAUL W. SLOAN



Collinwood's Student-Controlled Study Halls . . . Is This the Earliest Known Junior High School? . . . Every Monday: Language-Arts Entertainment in English Classes . . . What, No Homeroom! (Guidance through social studies at Eugene) . . . Counseling Technique in the Small High School . . . Activity Check-up . . . Wartime School . . . Many Teachers Don't Know How to Apply for Jobs . . . Etc.

1940

A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

EDITOR

FORREST E. LONG
Professor of Education
New York University

JULIAN C. ALDRICH
School of Education
New York University

CHARLES FORREST ALLEN
Supervisor of Secondary Education
Little Rock, Ark.

RICHARD D. ALLEN
Assistant Superintendent of
Schools
Providence, R.I.

FREDERICK H. BAIR
Superintendent of Schools
Bronxville, N.Y.

STEPHEN F. BAYNE
Associate Superintendent
Board of Education
New York, N.Y.

WILLARD W. BEATTY
Director of Education
U. S. Office of Indian Affairs
Washington, D.C.

WILLIAM H. BRISTOW, Ass't. Dir.
Reference, Research, Statistics
Board of Education
New York, N.Y.

ERNEST W. BUTTERFIELD
Superintendent of Schools
Bloomfield, Conn.

PETER E. CALLIS, Principal
Treadwell Junior High School
Memphis, Tenn.

ORLIE M. CLEM
School of Education
New York University

CALVIN O. DAVIS
Professor of Education
University of Michigan, Ann Arbor, Mich.

HARL R. DOUGLASS, Dean
College of Education
University of Colorado
Boulder, Colo.

JOHN CARR DUFF
School of Education
New York University

BOOK REVIEW EDITOR

PHILIP W. L. COX
Professor of Education
New York University

ASSOCIATE EDITORS

ELBERT K. FRETWELL
Professor of Education
Teachers College, Columbia University, New York, N.Y.

ROBERT S. GILCHRIST
Director of Secondary Education
Greeley, Colo.

JAMES M. GLASS
Rollins College
Winter Park, Fla.

HELEN HALTER
Junior High School
Mamaroneck, N.Y.

FLOYD E. HARSHMAN
Principal, High School
Nutley, N.J.

GALEN JONES
Principal, High School
Plainfield, N.J.

LEONARD V. KOOS
Professor of Education
University of Chicago
Chicago, Ill.

IRVING R. MELBO
Assistant Professor of Education
University of Southern California
Los Angeles, Calif.

PAUL S. MILLER, Principal
Davey Junior High School
East Orange, N.J.

LYDD N. MORRISSETT
Asst. Supt. of Schools
Yonkers, N.Y.

WALTER L. NOURSE, Principal
Edison Junior High School
Los Angeles, Calif.

RALPH E. PICKETT, Asst. Dean
School of Education
New York University

THOMAS B. PORTWOOD
Asst. Supt. Secondary Education
Board of Education
San Antonio, Tex.

W. C. REAVIS
Professor of Education
University of Chicago
Chicago, Ill.

MANAGING EDITOR

EARL R. GABLER
Associate Professor of Education
New York University

FREDERICK L. REDEFER
Progressive Education Association
221 West 57th St.
New York, N.Y.

JOSEPH ROEMER
Professor of Education
Peabody College, Nashville, Tenn.

JOHN RUF
Professor of Education
University of Missouri, Columbia, Mo.

EARLE U. RUGG
Professor of Education
Colorado State Teachers College
Greeley, Colo.

R. E. RUTLEDGE
Merritt Business School
Oakland, Calif.

H. H. RYAN
Director of Integration
State Teachers College
Montclair, N.J.

ARTHUR M. SEYBOLD
Montclair State Teachers College
Montclair, N.J.

LAURA TERRY TYLER
Yonkers Public Schools
Yonkers, N.Y.

WILLIS L. UHL, Dean
School of Education
University of Washington
Seattle, Wash.

HARRISON H. VAN COTT
Supervisor of Junior High Schools
New York State Department of
Education, Albany, N.Y.

JOHN V. WALSH, Principal
Flushing High School
Whitestone Avenue
Flushing, N.Y.

F. J. WEERSING
Professor of Education
University of Southern California
Los Angeles, Calif.

ELIZABETH L. WOODS, Supervisor
Educational Research and Guidance
Los Angeles City Schools
Los Angeles, Calif.

Editorial and Business Offices: 207 Fourth Avenue, New York, N.Y.

The CLEARING HOUSE is published at 450 Ahnaip St., Menasha, Wis. Editorial office: Iner Publishing Co., Incorporated, 207 Fourth Avenue, New York. Published monthly from September to May of each year.

Subscription price: \$3.00 per year. Two years for \$5.00 if cash accompanies order. Single copies, 40 cents. Subscriptions for less than a year will be charged at the single copy rate. For subscriptions in groups of ten or more, write for special rates. Foreign countries, \$3.40 per year.

Entered as second-class matter at the post office at Menasha, Wisconsin, under the Act of March 3, 1879.

Copyright 1940, Iner Publishing Company, Incorporated

School Activities

HARRY C. McKOWN, *Editor*

C. R. VAN NICE, *Managing Editor*

A Journal of Ideas and Projects for the School as a Character and Citizenship Laboratory

where

Student Council, Clubs, Homerooms, Athletics, Music, Debate, Publications, Trips, Dramatics, Assembly, Financing Activities, and Social Events make democratic settings and life situations typical of the American way of living and working together.

Subscription price—\$2.00

School Activities Publishing Company

1515 Lane Street, Topeka, Kansas

New!



CENTER AND PERSONS:

READING
AND
THINKING

*Developmental
Reading*

An effective and attractive program for the improvement and development of reading at junior and senior high-school levels is provided in this progressively graded three-book series of work-type or study reading. Reading materials, mostly from contemporary sources; challenging program for improving mechanics and comprehension skills. Grades 7-12.

BOOK I:

Experiences
in Reading
and Thinking

BOOK II:

Practices
in Reading
and Thinking

BOOK III:

Problems
in Reading
and Thinking

*Social
Studies*

— The REVISED EDITION of —
**PROBLEMS IN AMERICAN
DEMOCRACY**

Patterson, Little,
and Burch:

Our urgent social, economic, and political problems are arrayed in treatment as up-to-date as headline news. Simplicity of organization and expression will meet with wide approval.

— The REVISED EDITION of —
MODERN ECONOMICS

Corbett and
Colvin:

An outstanding book of realistic treatment of economics; newly revised and brought up to date in fact and figure.

Science

Watkins and
Perry:

**SCIENCE IN OUR
MODERN WORLD**

An incomparable three-book cycle treatment of introductory science for junior high schools.

UNDERSTANDING SCIENCE

—Grade 7—

SCIENCE FOR DAILY USE

—Grade 8—

SCIENCE FOR HUMAN CONTROL

—Grade 9—

THE MACMILLAN COMPANY

New York • Boston • Chicago • Dallas • Atlanta • San Francisco

t
s
a

e

d

r

ny
ncisco